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ABSTRACT

The curriculum applies career counseling principles to students with learning and/or emotional problems. Social effectiveness training is combined with the career and life planning based approach. The model uses performance objectives and a behavior analysis approach to instruction, and increases student direction as the units progress. The following three units are detailed (sample activities in parentheses): social effectiveness skills (ways to change people's behavior toward you, use of diaries to increase self management, and contingency contracting); self awareness skills (finding out abilities, interests, and goals); and successful job campaign skills (role playing, job interviews, letter writing, skill analysis). (CL)

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Project CODE

CAREER AND LIFE PLANNING

TEACHER MANUAL

by Barbara Pentre and Hilde Weisert
Project Directors

1980

developed through ESEA, Title IV-C
Vernon High School
Vernon, New Jersey 07462

This program has been validated as successful, cost-effective, and exportable.

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Commissioner's Endorsement

On behalf of the Department of Education, State of New Jersey, I wish to bring Project CODE to the attention of educators throughout the nation. The program has made a significant contribution to education, and thus should be of interest to educators and parents.

Fred G. Burke
Commissioner of Education
State of New Jersey

PREFACE

Project CODE offers a validated curriculum for teaching learning and/or behavior problem students the competence in career and life planning which is critical to employability.

Employability goes beyond immediate employment, competence in a particular vocation, or traditional career awareness. It is a flexible capacity which includes long-range people skills, self-assessment skills, and job-campaign skills which can serve the individual through changing personal, economic, or social circumstances.

Background

Project CODE originated in a medium-sized high school in a large rural-suburban community 50 miles outside of New York City. It was developed to aid secondary students with learning and/or behavior problems, such as withdrawn, underachieving, or disruptive behavior. A common feature identified in guidance department referrals was "aimlessness". These students have been largely overlooked as a group with special characteristics and instructional needs.

In a time of widespread unemployment, most high school students face an uncertain career future. For students having learning problems in school, the prospects can be even dimmer. Traditional vocational training may give them a short-term skill that will be obsolete in a few years. Traditional career education may give them knowledge of choices, but not ways to improve their interactions with others and their self-management so that the choices can be realized. Unsure of what they can do, or like doing, they may wind up in jobs in which they are bored or frustrated. Some may become drop-outs.

Teachers and school counselors in the developer district offered guidance, but could not be expected to provide the specific employability instruction these high-risk students needed.

In meetings and surveys of local staff and business leaders, parents and students, as well as comprehensive background research, three main areas were identified as needs of these students in long range career success.

Needs

Project CODE responded to these needs. Its overall goal was significant student improvement in employability, which, corresponding to the needs identification, consisted of three areas.

One, social effectiveness skills: (a) successful coping based on specific steps to increase positive interactions with authorities and peers; (b) self-management principles like scheduling short, enjoyable, activities after harder ones; (c) overall new ways to handle difficult situations and feelings.

Two, **self-awareness** : self-assessment in terms of (a) transferable and meaningful aptitudes; (b) one's values and their relationship to one's working life; (c) conditions which best enable productive work.

Three, job-campaign skills: for any job preference, the strategies of (a) successful interviewing; (b) letter-writing; (c) telephone contacts; (d) job-research.

Student performance objectives were defined in each of the three areas.

The goal of "employability" reflects an important national, as well as local, need. Project CODE addresses that need by synthesizing, for the first time, social effectiveness training and career-planning self-actualization methods.

Instructional Strategy

Project CODE's instructional strategy is based on a learning theory model. With difficult new skills, purely didactic instruction is not enough. Rehearsal, practice, and feedback must be built in.

The principle that people learn best what has a positive impact on the environment underlies the program. Student use of the skills taught makes them more effective, more in control of what happens to them, and in CODE, class roleplaying is supplemented by out-of-class application.

The CODE curriculum is sequenced with later sections building on and expanding previous skills, so that they are continuously reinforced. In general, the early lessons are more teacher-directed; the later ones, more student directed. The Student Manual is written at a basic 6th-grade level.

ESSENTIAL ELEMENTS

The program's replication in another site is defined by:

1. Use of the CODE Identification Package.

The steps and instruments through which adopter guidance and/or administrative staff can systematically identify students (with withdrawn, underachieving, and/or disruptive behavior) who can most profit from participation in the curriculum.

2. Classroom use of the CODE curriculum.

Either as a full-year course (170 45-minute sessions), or the core course (68 sessions) including use of the Teacher Manual

and Student Manual.

Other components, including a Job Resource Network, business and parent involvement, can be adopted but are not considered essential.

RESULTS

Students who completed the CODE curriculum showed significantly increased employability as assessed by (1) a validated employability-rating scale, administered pre and post by a professional placement officer, and (2) a standardized test of career maturity, compared with similar control group students. In addition, project students greatly improved their school behavior as shown in vice-principal ratings of project and control students.

MATERIALS

The core of the program are the Student and Teacher Manuals.

CODE STUDENT MANUAL (150 pp): covers the broad areas of Social Effectiveness, Self-Awareness, and Job-Campaign Skills; divided into eleven sequential performance objectives. The Manual includes readings at a 6th-grade level, independent projects, and assignments. 1/student, consumable.

CODE TEACHER MANUAL (100 pp.): session-by-session outline for each of 68 (core course) or 170 (full course) 45-minute sessions, plus detailed guideliness for each session. Also includes the background and rationale on career and life planning. 1/teacher, non-consumable.

ADMINISTRATOR MANUAL (20 pp.): project overview, goals, and comparison with traditional vocational and career education. Adoption information on costs, staffing, and a Curriculum Analysis Checklist to determine how CODE fits in to present curriculum. Also includes an Identification Package to help determine which students are most likely to benefit. 1/district, non-consumable.

PARENT MANUAL (20 pp.): introduction to career and life planning and suggestions for parents to help students with identifying abilities, setting goals, making plans. 1/parent.

BUSINESS MANUAL (20 pp.): rationale of career and life planning and explanation of mildly handicapped and learning and behavior problem students; implications for hiring. Business role in program, and guidelines and forms for speakers. 1/businessperson.

Project CODE

CAREER AND LIFE PLANNING

TEACHER MANUAL

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I. OVERVIEW

What do you want to be when you grow up? Do you remember the first time you heard that. The implications of that question are fundamental in our society where personal identity often rests on upward mobility, striving professionalism, getting to the top, doing something: you are what you do and what you do has traditionally meant your job. We learn early that success equals a good job and "good" is determined by social values, not necessarily by our interests and abilities.

As early as junior high we begin to be pigeonholed, narrowing our job-making choices, because we learn that X set of skills and only X set of skills equals X job and X profession. If you've got your goal set on being a doctor, there has traditionally been one road and only one road to that goal, and that road leads only to that career. Aptitude and interest surveys rarely span across skills other than those leading to a specifically titled occupation. How many of us have been taught that our skills and interests can be transferable, i.e., the clusters of skills that our doctor friend has (such as analyzing, prescribing, ministering to people in trouble) might serve him/her just as well as a mathematician, a football coach, or even as a bookmaker?

Within the last few years, people like Dick Bolles, John Crystal, Sidney Fine, and Janice LaRouche, have developed a new approach to career planning for adults. This new approach was the result of several parallel social trends: increasing competition for a piece of the shrinking economic pie, a glut on the market of the overeducated (and consequent "underemployed"), the assertion of newly selfconscious groups of their rights for equal employment. Dick Bolles (National Career Development Center) developed his methods as a way to help people leaving the clergy find worthwhile, satisfying new careers. They had to look at their goals, skills, interests and experience in a new way, or start at the bottom. Janice La Rouche (La Rouche Associates) and other women's career counselors developed their methods as a way to help women re-entering the job market after long absence. They too had to analyze their goals and experiences with fresh tools if they were going to get past the first interview.

II. RATIONALE

The CODE Career and Life Planning curriculum adopts and adapts some of the techniques, principles and methods that have come out of this kind of adult career counseling and applies them to young people, specifically youngsters who are already at a disadvantage prior to entry into the adult work world. These students may have learning or emotional problems. They, perhaps more than any other long-excluded group, need a fresh way of looking at themselves and their career and life choices. Their abilities may be hidden beneath adolescent bravado, apathy, or feelings of worthlessness. They may never have been asked the questions, what do you enjoy doing? What do you do well? Worse, some of them may have already answered those questions: "Nothing."

In addition, these youngsters may also need some of the basic coping skills that most of us pick up without direct instruction. Critical are the self-empowering tools that will see them not only into their first job but successfully through their working lives.

These skills are also mainstreaming success skills, and can be taught as a detachable unit, for any students who need relevant, effective motivation. Project CODE, for the first time, combines this social effectiveness training with the career and life planning-based approach. These skills include the use of proven learning theory-based:

PERFORMANCE OBJECTIVES

MODULE I: Social Effectiveness Skills:

The student will be able to:

1. (Social Reinforcement) identify and use positive reinforcement to change interactions with other people;

2. (Self-Management-Contingency Contracting)
   2.1 List the four things a contingency contract should include; state the LPB/HPB order, and list two LPBs and two HPBs for himself;
   2.2 write a contract to help him do hard activities;
   2.3 make a contingency schedule to help him do hard activities.

MODULE II: Self-Awareness Skills:

The student will be able to:

1. (Abilities and Interests) complete his ability/interest inventory (part of Self-Portrait) with at least 10 things in each category;

2. (Categorizing) categorize his abilities and interests as they cluster under people, information, and things;

3. (Skill Families, Conditions) identify his preferred skill families and preferred working conditions so that he can

4. (Self-Portrait) complete his Self-Portrait with this information.

MODULE III: Successful Job-Campaign Skills:

The student will be able to:

1. (Job Interview) demonstrate the key interview skills;

2. (Telephone Calls) demonstrate a clear, appropriate telephone call to ask about a job or training;

3. (Letter-writing) write a sample letter of inquiry or application, in proper form;

4. (Job Research) carry out a job research project;

5. (Job Campaign Project) list and carry out the eight steps in finding a job. Includes completing his Personal Portfolio.

III. INSTRUCTIONAL STRATEGY

The instructional strategy of the CODE curriculum is rooted in a learning theory model of motivation that the authors and numerous "behavior analysts" throughout the country have tested. The basic learning theory principle is that what people do is learned, and learned because of its consequences. Because of this, it is not enough (particularly with difficult new skills) to provide traditional instruction. The opportunities for their use - in rehearsal and actual situations - and for continuing feedback, must be built in to the situation.

Further, consequences people like will strengthen the behaviors they follow. A lack of consequences will weaken a preceding behavior. The student will learn best what has a positive impact on his environment. This principle underlies the curriculum, where students begin to use their new skills in ways which are designed to make them more effective, more in control of what happens to them. An increase of these positive behaviors can also result in a decrease in the self-defeating "disturbing" behaviors that have further handicapped these youngsters.

Model

In each of the three Modules of this curriculum (Social Effectiveness Skills, Self-Awareness Skills, Successful Job-Campaign Skills) the behaviors (performance objectives--what the students will be able to do after completion of the material) are listed along with assessment (Check In and Out Tests) of these skills before and after instruction. However, later units build on and expand previous skills so that they are continuously reinforced, rather than taught and abandoned. The last activities (Job Research Project and the Personal Portfolio) call for all previous skills and at the same time create an important part of the CODE curriculum: a Job Resource Network and Personal Portfolio for the student to take with him. The stimulus conditions (or what gets the students going) are defined and listed; the responses (what the students will do in learning) are also listed. Positive reinforcement and feedback are built into each exercise in each of the Modules. Also, the important and often overlooked area of building favorable self-concept is taught in this curriculum specifically as well as incidentally to other skills.

In general, the early units are more teacher-directed; the later ones, more student-directed, as the student's academic and self-management skills progress. It is the author's belief that this curriculum can help break the chain of self-defeat, and can lead to self mastery and job: "I am in charge of my own curriculum and what happens to me" is the statement which this curriculum seeks to help each student believe, and assert.

CODE CAREER AND LIFE PLANNING CURRICULUM
Session-by-Session Outline

	45-50 minute sessions	Dates/Notes
	Introduction: Exchange System	
	Module I:	
	Session 1: Check-Ins, Skills 2 and 1 (Who Did What To Whom-Film)	
	2: Introduction to Social Reinforcement (Who Did What To Whom-Film)	
Full year course	2(a): if needed continue (2) activities	
	2(b): If needed continue (2) activities	
	3,4, and 5: Three Steps to Change Behavior; Observation Form; Turn Ons	
Full year course	5(a), (b), and (c): if needed, continue for up to three extra sessions	
	6: Applying First Step: Defining and Counting Behavior	
Full year course	7: Applying: Possible Project Topics	
	7(a) and (b): if needed	
	8: Selecting Project Topic	
Full year course	8(a): if needed	
	9, 10, 11: Baseline Data Reports & Strategy Planning	
Full year course	11(a), (b), and (c): Up to 3 sessions more if needed	
	12, 13, 14, 15: Reports and Revisions on Strategies 15 (a,b,c)	
	16: Introduction to Contingency Management and Contracting	
	17: HPBs-LPBs	
	18: LPB Breakdown: Little Steps for Hard Things	
Full year course	18(a): if needed	
	19: Self-Management: Diary Sheets	
	19(a): if needed	
	20: Keeping Diaries	
Full year course	20(a): if needed, more on keeping diaries	
	21: Contracts	
	22: Implementing Contracts	
	23,24: Loose ends	
Full year course	24(a): if needed	
	Advanced Exercise in Social Reinforcement Check-Outs (WDWTW Film)	
	Minimum Sessions Module I: 25	
	Maximum Sessions Module II: 40	
	Detachable Use for Mainstreaming: 40 or more sessions	

SOCIAL EFFECTIVENESS SKILLS

Social effectiveness skills are the building blocks for all the other skills taught in this course. Without these adaptive skills, the student has nothing to use to build with, or towards. They are learned, like other behaviors: learned in an interactional process of the individual with others, with the environment, with even him/herself. Because they are learned in many ways--sometimes, especially in the case of the disturbed or learning disabled--they are not learned at all. The Career and Life Planning curriculum synthesizes for the first time two approaches to adaptive skills: learning theory-based "social effectiveness" training and career-life planning based "self-actualization" strategies.

Proven learning theory based techniques help teach these complex social skills quickly.

Some of them include modeling, rehearsal, roleplaying, clear statement of desired behaviors, feedback and continuous evaluation applied by the student to him/herself, to the environment (school, career, etc.), and to others in order to develop his/her life plan.

It is important to note that the skills of this module (unlike Modules II and III) should remain continuous throughout the curriculum. That is, they should be emphasized and reinforced throughout the course.

Definition of Social Effectiveness Skills

Social Effectiveness Skills include those skills an individual may learn in T-groups or sensitivity training (Richard Bolles, December, 1974 and February, 1975, National Career Development Newsletters) and in life-- if he's lucky . They are the set of adaptive behaviors that help the individual manage demands for either conformity or change to the physical, organizational and interpersonal arrangements and conditions in which the job exists. These can also be called "making it" or survival skills. Traditionally, they are not taught, but people are expected to pick them up on their own. One defining characteristic of many special students is that they don't.

PERFORMANCE OBJECTIVES

At the end of Module I, the student will be able to:

1. (Social Reinforcement) identify and use positive reinforcement and extinction to change interactions with other people;

2. (Self-Management--Contingency Contracting)
   - 2.1 list the four things a contingency contract should include, state tne LPB/HPB order, and list two LPBs and two HPBs for himself;
   - 2.2 write a contract to help him do hard activities;
   - 2.3 make a contingency schedule to help him do hard activities.

Introductory Session:

This session(s) should include a general overview of Career and Life Planning, what some of the skills are that the students will have by the end of the course, and an explanation of the Exchange System (if you are using it). You can use or adapt the Introduction Script as a basis for this session.

Introduction Script:

Hit these points but revise wording as appropriate:

"The idea of this course is to give you the skills to know what kind of job you want, and to be able to find it, get it, and keep it. The idea of the first unit or 'module' is to improve your skills in 'making it.' The 'Social Effectiveness Skills' are as important to job success as actual job know-how, and without them, you won't get your foot in the door. They also help people have a good feeling about themselves and have an effect on the world in a positive way. These skills are sometimes called adaptive skills; they are really survival skills. They are based on psychology which most people don't learn until college, and often not even then.

"One of the first things (before you learn how to get a job) is to sharpen your watching and listening skills. In the film you will be seeing in the next session, you will begin to learn how to watch and listen to what people do and say. Right now, if you're like most people, you have not learned to really notice these things. When you learn how to observe, how people react to you, and how you react to them, you can begin to change inter-actions that aren't successful. Interactions' are actions between people.

"You will learn what you can do that can help you get along better with people. 'How to Make It' is not usually a course given in school, like reading and math. People are supposed to learn on their own how to 'make it.' But not everybody does. And so this Module will teach some 'making it' skills."

Exchange System (Optional)

"Each one of you who completes the assignments at the specified level will be able to earn this Career and Life Planning Certificate (hold up) and a note from the (principal/guidance counselor) in your file to future employers that you have completed the course.

"Here's an example of how this works (hold up the Student Record Sheet). Let's look at this--as you can see, all of your names are in the left hand column and to the right are the names of the assignments, dates due, and what Module the assignment is from. For example, this assignment might be due on January 15; its name is Strategy Project

and it goes with the first Module. On January 15 I will check to see if all of you have completed the assignment. Instead of/in addition to grades, you will receive points for your work here. As assignment might be worth ___points. I'll fill in your points based on how well you do it. Depending on how hard you work, you'll be able to earn things you'd like to have or do--like in a job.

"Some of the things or activities you can earn are: (give examples based on what you've decided is reasonable, affordable or free, and probably motivating . Then have the students list similar types of things and rank them. Put this on the board. Impractical or illegal things should, of course, not be listed. Next tell them the first assignment is listening and participating in today's class for which they can earn ___points that you'll fill in at the end of the period. "

Then tell them the top-ranked items will be worth the most, etcetera. Explain that everyone has the same chance if he/she works hard. Let them know when the first exchange will be.

To demonstrate the idea, check off "attendance" for everyone present. Before the end of class, fill in "Assignment 1" with maximum points for students who listened and participated.

Procedure for every session:

At the beginning of the session, check off attendance on the Student Record Sheet and the Student's Exchange Sheet. (Students can check this themselves.) Check assignments as they're done, again in both places. Make sure to praise students who get all possible assignment points and remind them frequently that they are making progress toward whatever they listed for exchange. Your enthusiasm will increase their motivation, and students who don't work hard, will usually tune in when they see other students making progress and realize this is believable.

Use your judgment and knowledge of each student for your criteria for rating his assignment points--e.g. a student who never does assignments and has trouble with work may have to do somewhat less than students for whom this is easier--but gradually increase expectations as time goes on ("shaping") so there is not a "least effort" phenomenon.

Session 1:

Session 1 will include only the giving of the Check-in Tests for each of the skills in this Module. They will be given in reverse order because the Check-In for Skill 1, Social Reinforcement, leads to the first activity of the next session.

CHECK-INS

The overall process of instruction of the course includes a pretest or "Check-In" for each Module. It is important to explain to the students that this is different from tests they are used to, since in this case they are not expected to know all the answers; tell them it is to help you evaluate the course and their progress. They should try their best, but not worry if they do not know the answers.

The Social Reinforcement (Skill 1) Check-In is done with the "Who Did What to Whom" film. Give them ten minutes to complete the Skill 2 Check-In (in their Manual), and collect it; then do Skill 1 Check-In.

Who Did What to Whom - Background

This film shows people in typical work, school, and home situations where social reinforcement takes place---negatively and positively. This film and the Film Form will begin to teach the student how to identify (watch and listen for) positive statements or other behaviors which can increase or strengthen the behavior they follow; negative statements or other behaviors which can decrease or weaken the behavior they follow--though there are special cases where they have the opposite effect; positive facial and body expressions, and "turn offs" (extinction) which can weaken the behavior they follow.

Recognizing, and then using, the principles of social reinforcement can dramatically improve the student's ability to get along with others, and his self-image. Students--and people in general--who do get along with others successfully have probably mastered social reinforcement principles unconsciously. Others, such as many special education youngsters, have not picked these skills up incidentally and can therefore benefit from direct teaching and practice.

Segments of the film will be used as Check-In and -Out tests as well as for instruction.

Check-In, Skill 1:

Set up the projector with "Who Did What to Whom". Have them turn to the film check-ins. Make sure students understand how to fill in the form. Instructions (read): We're going to look at part of a movie on how people react to each other. The sections go fast, so I'll show each one twice. After each section, you'll answer three questions on the "Film" sheet you have. Don't worry if you're not sure of the answer. After we're through we'll talk about what you saw. Watch carefully (Show Scene 31, show again; ask students to answer questions (you can read aloud); wait 3 minutes, then repeat with Scene 32).

I ? CHECK-IN/OUT - Answer and Scoring

Do your best on the questions below. You are not expected to know the answers now, so just leave blank what you don't know.

1. A contingency contract should (any order okay)
   1. be an amount for amount equivalent
   2. be fair
   3. have little steps
   4. reward soon after it happens
2. Which should come first? Check one: HPB____ LPB ✓
3. List two LPB's for you: (are they reasonable?)
4. List two HPB's for you: (are they reasonable?)

Possible score: 9 (1 for each answer
Pass: 7/9

I-1 CHECK-IN/OUT - Answer and Scoring

Do your best on the questions below. If you don't know, leave it blank and don't worry.

FIRST SCENE:
1. The secretary worked extra hard to finish a job. What was the result? POSITIVE CONSEQUENCE
2. What do you think will happen in the future? MORE LIKELY TO DO EXTRA WORK
3. What else could the boss have done that was positive? TIME OFF, BREAKS, ETC.

SECOND SCENE:

1. The boy was working on sunday, on his vacation, to get it finished. What did the boss do? IGNORED EXTRA WORK--NO CONSEQUENCE
2. What do you think will happen in the future? LESS LIKELY TO DO EXTRA
3. What could the boss have done, so the boy would work extra hours in the future? SAY SOMETHING POSITIVE, GIVE TIME OFF, ETC.

Possible score: 6 (1 for each answer)
Pass: 5/6

After collecting the Film Check-Ins, if time remains, go over the questions with the group, asking their opinion. As usual in group discussions, build on whatever students say that's on target. The next session will allow more discussion of other film vignettes.

Session 2: Introduction to Social Reinforcement

Explain to the students that what they saw last time were illustrations of how people teach other people how to react to them. Build on what they said in the last session, pointing out (and tying in to their comments as much as possible) that it's common sense that you'll do more of something that gets a response you like, and you won't be as likely to do something that gets ignored, or gets a response you don't like. This concept is "social reinforcement" because it goes on between people (social) and each person's response or behavior affects (reinforces) the other person's behavior (and feelings!).

When the students seem to have the general idea, have them turn to the "Film Form" in their notebooks. They should observe the segments you will show, and write answers to the questions you read from the film manual. (For groups where writing is a problem, you can have them answer orally). Recommended segments are 1, 2, 4, 5, and 6 (inadvertent "turn offs"); 19-21 (turn offs).

Where students disagree, you can discuss possible reasons for discrepancies, but do not worry too much about 100% accuracy; you should tell the students that they will be sharpening their skills as observers throughout the course. Do recognize students who accurately recognized reinforcement effects, and if possible have them explain to the others what enabled them to discriminate properly the social reinforcement in the film (their experience, etc.)

Relate the principles in the film to the group by asking:

1. Reinforcement Can someone describe a situation where someone paid positive attention to something you did, and so you wanted to do more of it after that? (praise for homework? thanks for help?)

2. Extinction How about a situation where you did something and it was ignored? Did you feel like doing it more, or less (e.g., homework not collected; you did a special favor and the person never said thank you)?

Finally, repeat that these basic principles of reinforcement are going on all the time, and in this Module, they're going to learn how to use some of them to solve some problems in how other people react to them.

Session 3, 4, and 5: Three Steps to Change Behavior; Observation Form; Turn Ons

First read through to Session 6, so you know everything you will be covering. You may re-structure the order within these three sessions.

The principles from the previous sessions are summarized on "Three Steps to Change Someone's Behavior Toward You" in the Student Manual.

1. Turn off the negative--cool it--don't react or "reinforce" it
   Examples: When they---Name call, make negative comments tease you, blame you unfairly

   You should--break eye contact, walk away (from other kid--not if parent or teacher), don't act angry and don't do it back to them

2. Turn on the positive---give them a "reinforcer" when they do something you like
   Examples: When they ---say hello, smile at you, help you with work, or even just stop provoking you

   You should--smile back, say hello, tell them it helps you when they_____, compliment them, ask them to share something of yours, etc.

3. If they don't ever do much you can reinforce--- YOU CAN MAKE IT HAPPEN.
   Examples: For teachers: Ask for help---then tell them how it helped you
   Ask for an explanation---then "AHA"
   Come early---make small talk

   For other kids: Suggest activities they might enjoy
   Share games, activities
   When they're along---not in a crowd they're trying to impress---start a conversation when they're alone
   Help with homework, crafts, etc.

Explain to the students that they're to use these steps in a project they'll do to change someone's behavior towards them, but first you'll be doing a lot of work on it in class.

Observation Form

Before getting to the roleplaying, introduce the Observation Form (in their notebooks and reproduced here) so they'll be ready to use it.

For observations of roleplaying to be worthwhile for the students observing, the observations must be focused: The students should have specific things they are looking for. The observation form (following and in Student Notebooks) should be used in almost any roleplaying of new behavior where some students are acting and others are watching. Because the student only has to check "yes" or "no" for each category, verbal or writing ability is not essential. However, the students should know that they may have to back up their ratings with reasons. Space for notes is provided for students who want to jot down specifics.

(The Observation Form should be used initially in observing "compliment" and "interest" roleplaying. After this, it should be used when strategies are worked out and rehearsed for individual projects.)

First, five to ten minutes should be spent in instruction in use of Observation Form. Examples for definition:

TONE OF VOICE: Try a few examples two or three ways, e.g. different tones of voice for "I can't do the math assignment," "What did you do today?", "Your hair looks nice today," etc. Discuss how same statement can be insult, provoking, friendly, etc. depending on tone.

BODY LANGUAGE: Sitting forward -- what does it tell you?
Sitting sprawled, slumped?
Twitching, other nervous habits or impatient gestures, v.s. calm.

FACE AND EYES: Face: Same statement said with a smile--frown---snicker---interested look---bored look?
Eyes: Looking at person vs. looking down (sheepish, scared) vs. eyes darting (shifty, untrustworthy), interested look vs. stare-down.

When the roleplaying observation takes place, each of these aspects of behavior should be further emphasized in the rehearsal and subsequent discussion (Did John convince you? Why? Why not? What was it in his tone---etc.)

This analysis is essential!

19

OBSERVATION FORM

	In what he/she said (words)	In tone of voice	In body language	In face and eyes
Did he/she convince you?				
Notes:				

Person observed: _____

Behavior being practiced: _____

Date: _____

Observer: _____

OBSERVATION FORM

	In what he/she said (words)	In tone of voice	In body language	In face and eyes
Did he/she convince you?				
Notes:				

Person Observed: _____

Behavior being practiced: _____

Date: _____

Observer: _____

STUDENTS

MODULE I

Name: _____

PROJECT SHEET-IN CLASS

Target Person _____

What want to change _____

Date	Number of times it happened

STRATEGY SHEET

Target Person _____

What I want to change _____

Strategy (do only after baseline!)

when they do _____

I will _____

and when they do _____

I will _____

RECORD

DATE	NUMBER OF TIMES IT HAPPENED	PLACE AND TIME COUNTED (like, 1 period a day at school, or, 6-7 p.m. at home, etc.)

Assignment checked (Instructor note dates) __/ __/ __/ __/ __/ __/

Turn-Ons:

You'll start their work on changing other's behavior with "Turn-Ons"---turning on the positive. There are several basic reinforcers they should have in their repertoire (reinforcers many students have not learned to use). These should be not just described but demonstrated; then they should rehearse. They will be the building blocks of their projects.

Basic Reinforcers to Rehearse (Building Blocks of Strategy)

EYE CONTACT-- (not glare, not stare down) Model it, then have do in pairs, discuss, try again

SMILES-- Model it, then have them do in pairs or in group, discuss how it comes across, try it again

COMPLIMENTS-- You want the kids to be able to think of something to compliment in someone else and then say it naturally: compliments to teachers, to other kids.

Ask the group: What is a compliment? List examples on the board. Compliments not only make the other person's attitude more positive, but they can also make them do more of the things you compliment. Compliments about something they do (behavior) are more effective than compliments about clothes, etc., although these are OK. MOTTO: If you want to have someone do more of something--notice it!

Then have each student think of a compliment they could give to someone---anyone--they know. When each student has one, go through the group, with the first student saying his compliment to second student--all other students observe using Observation Form, have students say whether they were "convinced"; then rotate, second student tells his compliment to third student, others observe; third to fourth, etc. until everyone's done. Where a student is unconvincing--give him a chance to do it right after feedback--so he ends with something positive. Make a few summary statements. Your objective is to have the ability to give sincere, believable compliments (and to think of things to compliment in others) become a part of each student's skills--they'll use this in the strategy for their projects--and throughout life.

INTEREST--- People are usually reinforced by knowing you're interested in something they do, think, etc. e.g. asking a parent, How was your day? (and then listening) can be very reinforcing and also begin to teach them to ask you; asking someone to tell you about a hobby or interest of theirs; asking opinion about an event (basketball game, school

play, etc) or issue (student council election, any other school issue). Have kids think of questions to ask and then rehearse for a few minutes (first run-through; don't use Observation Forms yet) asking and listening (even many adults could use practice in this): eye contact, nodding and saying "uh huh", "I see," "What then?" etc. to show interest

Roleplaying: Students will do this exercise in groups of three: an asker--the person expressing interest; an answerer--the person being questioned; an observer--using form. Break into groups of 3; each person gets a card telling him his role. The asker starts with "What did you do today?" and as the answerer answers, uses phrases like "What happened then?" or "How did you feel about that?" or Uh-huh" with head nod to communicate interest. The answerer just describes as best he can, what he did during the day and does not need to feel nervous--he can say anything. The observer rates the asker on how convincing he was on all dimensions on Observation Form. You should move around and notice problems and also any especially good examples--if students come up with additional questions, add to list.

As time allows, rotate within each group of three--student passes his card to person on his right. As progresses, they can increasingly see and feel what goes in to expressing interest (and listening) to another person.

If you feel it is necessary for your students, you can do one run-through with three of the more with-it students as a demonstration before they break into groups. These "expressions of interest" will be another tool they may be able to use in their strategy and generally in getting along.

Preliminary Project Thinking: During these sessions the students should be doing preliminary thinking on people and problems they might work on. They can begin informal observation (not writing anything down yet, just noticing)

Session 6: Applying to selves--First step: Defining and Counting

In the next few weeks, the students will be carrying out a project out of class where they will pinpoint a problem interaction with someone, observe it, figure out a strategy to change it, and continue to observe to see if it works. To do this, they will need more experience in relating the principles to their lives, rehearsing strategies over and over to get a feel for the new behaviors, and observing accurately with actual counts of behavior as they will do in these projects.

Have them turn to their Project Sheet - In Class, and explain they'll use this to observe some roleplaying in class and then use the real Project Sheet for projects they'll do out of class.

A sample (filled in) would be: if you had a problem with Joe always insulting you, you'd fill in "Joe" as the "Target Person" and "Joe's insults" as "What Want To Change." The first step is to see--actually count--how many times he does it now before you try to change it.

Explain that this is like the scientific method, where the scientist observes very carefully just how things are, as the first stage of his experiment. In the sample, on October 2, you counted 6 times Joe insulted you. Show the students how to make tally marks, as in the sample.

Now, solicit some examples of problems--with peers, authorities, families, etc.---where the student wants someone to do less or more of something. Usually less of something negative will mean more of something positive--like, if your sister takes your records without asking, she'll necessarily do less of that when she starts doing more of asking-before-taking.

Choose one and help the student who gave it define exactly what he wants to change in the other person's behavior (to decrease or increase). Then have him stage the interaction. Have another student play "target person," with the stager telling him how to act, and playing himself. The other students should observe, using the In-Class Project Sheets, filling in Target Person (use a made-up name) and What Want to Change, and then counting how many times the "What Want to Change" happens in a two or three minute interaction. If a behavior can't be counted, it needs to be defined more specifically.

At the end, have the observers compare their data, and discuss until there is general agreement and understanding. Then repeat with as many other students as time allows.

Finally, ask them for the next session to come up with three or four possible interactions/people they'd like to change.

Session 7: Applying to selves--Second Step: Possible Project Topics

Have students describe their possible project topics and work through several--(1) discuss, (2) define, (3) staged roleplay and counting---to reinforce ideas of defining in observable terms, counting accurately, etc. Help students to select an interaction that is amenable to change--that is, they should start with a project where they're likely to see some success. For some groups, it will be worthwhile to spend several sessions on this, with the students observing informally, without counting, on several possible problems before they select the one for their formal project.

Session 8: Selecting Project Topic

Students begin their projects, selecting one of the possible situations they have come up with. Go through setting up the "Strategy Sheet" with one volunteer, filling in all information at the top except the "Strategy." Discuss when and where the interaction is likely to occur; if it's more practical for the student to keep count

on an index card or other counter when actually in the situation, and then transfer the data to his Strategy Sheet, like a diary, this is okay as long as he does it accurately.

After the example, have all students fill in the top of the Sheet. Circulate for questions and check that each student knows where, when and how he's going to count it, in a way that's practical.

The assignment is to begin the count. Explain that they should count only, for at least three days of valid data. This "baseline" is like weighing yourself before you start a diet: a way to find out where things are before you try to change them. Explain that it will allow them to see, later on, scientifically, if their strategy was a success.

Sessions 9, 10, 11 (additional as needed - will depend on group): Baseline Data Reports and Strategy Planning:

Students bring in their Strategy Sheets with data. (number of days will vary with days between sessions and whether home or school project). Take one or two examples, have students briefly report "just the facts"--(e.g., I counted Monday, Tuesday, Wednesday 3rd period. I was counting how many times Mr. X (Target) (for teachers, best to have students use "X" rather than name--- i.e. not tell you who)--(What I Want to Change): yelled at me or blamed me for something. On Monday, it happened 0 times; on Tuesday, 1 time, on Wednesday, 3 times." Student can briefly describe circumstances.

The next step is to build the social reinforcement principles (from "Three Steps") and "Turn-Ons" (including "Basic Reinforcers") into a strategy. The first step expands the examples in "Three Steps" with team brainstorming. Divide the students into two or three teams (about five/team). Each team should have one student (Recorder) who can write well and fast (you can do this if you don't have good enough writers). The task is for each team to think up as many things as it can in each heading you're going to give them. Having the teams give themselves names can make this more fun. They have 3 minutes for each one; they should just list everything they can think of, without worrying if they're "sure"--- editing can be done later. The Recorder writes down what's called out. Call "Stop" at the end of each 3 minute cycle and ask each Recorder to say how many times his team listed, (there's no winning or losing; the teams are just to encourage quick ideas and thinking). At the end, have each Recorder, or you, put list on the board, with the whole group participating in noting duplications, deciding what's impractical or wrong, (don't dwell, just remove and go on) and should be left out. The final list should be copied for all students to add to their notebook. If all can write, they can each copy; otherwise, put on ditto.

The categories (3 min. each) are:

1. TURN ONS - Things Teachers Like
2. TURN ONS - Things Kids Like
3. TURN ONS - Things Parents Like
4. KEEP ONS - Things That Keep People Doing Negative (don't do!) for Teachers
5. KEEP ONS - for Parents
6. KEEP ONS - for Kids

You can do a few examples before the brainstorming if needed to get them going. Some are--

TURN-ONS

1. THINGS TEACHERS LIKE:
EXAMPLES: Small talk before or after class; eye contact especially keeping your head turned towards them when they're talking; genuine smile; sitting up straight; nodding while they talk; asking for extra help (usually); comments like "You really helped me". "Now I understand it," etc., after teacher helps you or explains something. Mention that different people like different things so not all teachers respond same way--may need to think of individual things for different teachers, but there is something for everyone;teachers are people too--want to feel they're doing a good job and you're interested.

2. THINGS KIDS LIKE: (Draw examples based on what they like people to do to them)

3. THINGS PARENTS LIKE: (May include some the same as for teachers)

EXAMPLES: Volunteering to help with chore; compliment on dinner or something else they do that no one usually bothers to notice; telling them when they do something that makes your life nicer--e.g. when they give you a choice rather than just tell you what to do; when they give you an extra privilege, etc.--any time they do something you'd like them to do more of--tell them how good it makes you feel, or why it helps you, or some other natural positive comment.

KEEP-ONS

THINGS THAT KEEP PEOPLE DOING NEGATIVE (Don't do unless you want them to keep it up)

1. TEACHERS: (When they reprimand, etc.): defiant glare (demonstrate); backtalk, nasty muttering under breath; "Who's gonna make me" type comments; sulking; laughing at them

2. PARENTS: (Probably many of same as teachers)

3. OTHER KIDS: If they try to provoke you: showing you're really upset or otherwise letting them know they're bugging you (why do people do things to bug you? If you stop getting bugged--they'll stop); hitting, crying, doing it back, ratting to the teacher (unless necessary to stop dangerous situation, etc.); saying nasty things.

"Turn-offs" may be a needed part of the strategy---decreasing a problem by not reinforcing. The technical term is "extinction" and their Manuals have a short explanation they should now read.

Extinction is the weakening, and eventual disappearance, of a response when it meets with no consequence at all. Students will learn the basic concept of extinction by reading the material in their Manuals on extinction (10-15 minutes). To put this into practice they will need much roleplaying to get the sense of verbal and non-verbal aspects of extinction and reinforcement.

Have the students suggest a few situations where they might want to "turn off" a particular response from another person. For taunts, provocation, etc., from peers, this can be very helpful in defusing a potentially self-destructive situation. Have the student who gave the example set up the roleplaying scenario and then try (a) his typical response and (b) extinction - the turnoff. Your skill at helping them make this natural and appropriate to the situation is essential. Again, the other students observe and record on Observation Forms for believability.

Now, with the group and recalling all the principles and techniques, try to come up with a Strategy for each student: When they do------I will------. This may be trying to find something positive they do to pay attention to, plus a way of not reinforcing the negative (break eye contact, ignore namecalling from peer,etc.). Remind students on board of the principle: by reinforcing something positive in someone you can turn off the negative:

More ↑ ↘ ↓ Less
Positive Negative

So, many students will have two parts to their strategy--but they keep counting the "What I Want to Change" interaction to see if the strategy helps.

As time allows, in this and next session, have each student give his project, set up the situation as it now occures, and then, encouraging the other students to help with a simple plan, have him try out the new behavior strategy. The students who are not involved in the roleplaying should be using the Observation Form to note how sincere, believable the new behavior is, or how to improve. Afterwards, give feedback (and elicit the group's feedback) on tone, body language, etc., for authenticity.

Remember, in general in any roleplaying, short segments, focused observation, feedback and possibly demonstration by someone who can model the new behavior if a student has trouble with it,

and then rehearsing the behavior, is most effective. Where even modelling is not enough to show the student what to do, the instructor can try priming---actually leading him through the behavior. GETTING THE NEW BEHAVIOR RIGHT IS CRUCIAL---Spend as much time as necessary.

It is very important to develop and reinforce good habits in filling in data sheets completely, including Where and Time (e.g., "2nd period from 10-10:05" might be time in roleplaying).

Some groups may profit from a demonstration of how sample Strategies look in action. If you feel it's needed, you can do the following scripted examples. These are reproduced in the Student Manuals.

Examples to illustrate social reinforcement related to typical projects (discuss other possible strategies that may be better for different people):

Project on Teacher:

Scene: It's the middle of third period in science class. You're not that great at science, and at the start of the year you did cut up a lot, so now Mr. Curtis hollers at you when anything happens. Today, everyone is doing lab work. Suddenly a spit ball flies through the air and hits Mr. Curtis in the head.

MR. CURTIS: WHAT'S THIS? WHO THREW THIS SPITBALL?

CLASS: (Silent)

ARTHUR (YOU): (Looks around room)

MR. CURTIS: ARTHUR SMITH---GET UP HERE.

ARTHUR: (Walks up to Mr. Curtis)

MR. CURTIS: YOU THREW THIS SPITBALL, DIDN'T YOU?

SCENE I (Before)	SCENE II (After Strategy to use Turn-Offs to decrease teacher's blaming)
ARTHUR: I DID NOT! YOU'RE ALWAYS PICKING ON ME! (Stares Curtis in eye and looks mad)	ARTHUR: NO, SIR (Looks at him for a second but then looks down)
MR. CURTIS: YOU'RE GOING TO THE OFFICE YOUNG MAN---AND DON'T TALK TO ME LIKE THAT! DOWN TO THE OFFICE RIGHT NOW!	MR. CURTIS: WELL, THEN, WHO DID?
ARTHUR: (Keeps staring him down, then turns and swaggers out of the room, mutters under his breath, "Yeh, Yeh, Yeh.")	ARTHUR: I DIDN'T SEE, SIR (Looks up, looks down again, does not glare Curtis)
	MR. CURTIS: LOOK SMITH, I'VE HAD ENOUGH FROM YOU!
	ARTHUR: (keeps looking down)
	MR. CURTIS: GO DOWN TO THE OFFICE
	ARTHUR: YES, SIR
	(This may be unfair, but Arthur won't get anywhere arguing; he can tell the principal when he goes to the office, what happened, and Curtis will be less likely to blame him next time)

Project on Teacher - additional strategy to increase positive interactions by reinforcing teacher helping.

SCENE: ARTHUR and MR. CURTIS AGAIN.
The class is doing a reading assignment in their science books.

ARTHUR: (hand up)

MR. CURTIS: WHAT IS IT THIS TIME, SMITH?

ARTHUR: MR. CURTIS, COULD YOU EXPLAIN AGAIN TO ME ABOUT HOW BATTERIES WORK? (This must be what the class is studying,---don't ask to explain something else or he'll think you're busting him)

MR. CURTIS: ~~HH~~---BATTERIES? WELL, YOU SEE ____(Curtis sits down with Arthur and explains to him)

ARTHUR: SO THAT'S IT! WOW! NOW I UNDERSTAND IT---THANKS FOR YOUR HELP!

MR. CURTIS: (Goes off shaking his head and looks happily puzzled)

Project on Sister

SCENE: Mary (you) and Jane (Little Sister). Jane likes to have Mary help her learn new dance steps but Mary doesn't want to be bothered. Besides, why should she when Jane always takes her records and wrecks them?

SCENE I:

MARY: (Reading a book)

JANE: (Comes in, goes through Mary's records, takes a few, starts to leave room)

MARY: PLEASE PUT MY RECORDS BACK

JANE: NYAH-NYAH---GONNA MAKE ME?

SCENE 1 (Before)

MARY: YOU BET I AH---HA!

MOTHER: YOU GIRLS STOP FIGHTING--- I CAN'T STAND IT

MARY: SHE TOOK MY RECORDS!

JANE: SHE'S PICKING ON ME!

MOTHER: MARY---YOU'RE OLD ENOUGH TO KNOW BETTER. STOP IT AND LET HER PLAY WITH HER RECORDS.

SCENE II: (After reinforcement-positive)

MARY: JANE, WHEN YOU PUT THE RECORDS BACK, I'LL COME IN AND GIVE YOU A 5-MINUTE LESSON IN THE HUSTLE.

JANE: YEAH?

MARY: SURE--BUT JUST 5 MINUTES. THEN I'VE GOT WORK TO DO.

JANE: (Puts records back)

MARY: THANKS FOR PUTTING THEM BACK. OK, LET'S GO (Goes to Jane's room to give her lesson)

LATER---

MARY: EVERY DAY YOU LEAVE MY RECORDS ALONE--I'LL GIVE YOU A FIVE-MINUTE DANCE LESSON, OK?

JANE: GREAT!

Session 11 (a,b, and c):

If needed, rehearse above skits and others you develop for their projects.

Sessions 12, 13,14, 15: Reports on Strategies

In each session, students report, one by one, on strategies--briefly, strategy used, and effect so far. Remind them that it can take a week or more to change longstanding behaviors, and they must be absolutely consistent. Then, discuss problems encountered, trying to elicit group ideas for solution. When you feel a strategy is not working (and it's been given enough time), revise; but role-play and demonstrate. Students with successful strategies can also demonstrate them.

After these four sessions of reports with the whole group, you will go on to the next skill (Contingency Management) but check and help each student at least twice a week, individually, on his project.

Project should continue until a success (at least a week of solid change). Students can do a second project when first is completed, if they like.

Session 15 (a,b, and c): OPTIONAL ADVANCED ACTIVITIES

Because the CLP course has been developed to be used with students ranging from severe learning-problem 8th-graders to mild behavior-problem juniors and seniors, we include additional advanced activities for the more sophisticated students. The Task Groups ask students to apply social reinforcement principles ("3 Ways" and the LPB-HPB rule) to common problems similar high school students might experience.

Read the Task Group instructions with the students to make sure they understand the task. This can constitute a two-to-three day activity if you have the students demonstrate their strategies, and if you have each group do each of the tasks in order to see the different possibilities of applying reinforcement.

Critical in this activity is students' identifying why the strategy will work-how it relates to the principles they've learned. Help them with this or with revising their strategies if they are not well-founded.

CONTINGENCY CONTRACTING

The "Premack Principle" (a term you do not have to introduce your students to) offers a simple but effective tool for students (or anyone) to accomplish more easily tasks which they find difficult. Its use is probably automatic for most people who we would consider self-disciplined and highly productive, but for those of our students

(and ourselves) for whom productivity is sometimes a struggle, the Premack Principle can make life easier).

Basically, what it says is that of any two behaviors, one will be preferred over the other. For example, if you are sitting down at work on your dissertation, two possible behaviors might be to fix yourself a cup of coffee or to write another paragraph on the thesis. For each of us at a particular time, one of these would be preferred and one less preferred. (In the literature, the preferred is often called the HPB (high probability behavior) and the less preferred called the LPB (low probability behavior).

The second part of the Premack Principle says that (and this may amaze no one, but it's still surprising how often we fail to take advantage of it) you can strengthen an LPB by making an HPB contingent on it. That is, first the paragraph on the thesis, then the coffee; maybe just a few more paragraphs, then some more coffee. How much LPB you should do before how much HPB of course varies from person to person and time to time, and what are the HPB's and LPB's is relative, so it can get complicated,but the general principle is: just by scheduling an HPB after doing a manageable amount of an LPB, doing hard tasks becomes easier, more likely, and eventually even more enjoyable.

Session 16: Introduction to Contingency Management and Contracting:

Tell the students you are going to show them a short filmstrip. They should watch and listen carefully. They can take notes if they wish. Show the Contingency Management Filmstrip.

After the filmstrip, take 10 minutes to answer any questions about anything they did not understand. Mention how the Exchange for Attendance/Assignments is an example of a contract.

Session 17: HPB - LPB's:

Put the HPB-LPB List on the opaque projector or write on the board. Point to any two. Ask someone, of these two, which he'd rather do. Remind them that of any two activities, one will be preferred over the other (even if neither one is especially wonderful. This is the HPB (you can mention the big name, but they should use the abbreviation). One is not preferred (LPB). When an HPB follows or depends on an LPB it strengthens it and actually makes it easier.

Try all kinds of combinations from the list. Different people may make different HPB-LPB decisions---you can use this to point out the individual nature of reinforcement.

When they have the idea, explain that if "going to the zoo" is preferred to "babysitting", then if you could go to the zoo soon after babysitting, it would help strengthen/motivate babysitting. Some combinations may not be practical, but the principle is the same. Strengthening also means making you want to do the LPB more, eventually, and eventually makes it more of an HPB. Elicit some pairs from them.

HPB/LPB LIST

going to an Eagles concert

going to the zoo

working in the store

watching news on TV

watching Starsky and Hutch on TV

doing math homework

mowing the lawn

reading a history book

eating a piece of cake

eating a chocolate-covered ant

babysitting with your brother

going to the library

seeing the principal

others: _____

_____

_____

_____

_____

_____

_____

_____

_____

LPB BREAKDOWN

LPB: (Name It) _____

NOW JUST LIST AS MANY OF THE ACTIVITIES THAT GO INTO THAT AS YOU CAN---in any order:

OK. ASK YOURSELF---IF YOU DID THOSE THINGS, WOULD THE LPB BE FINISHED? IF NOT --ADD ANYTHING ELSE YOU'D HAVE TO DO.

NOW, LOOK AT YOUR LIST AND TRY TO PUT THE STEPS IN THE RIGHT ORDER BELOW:

1. First--- _____
2. Next---- _____
3. Next--- _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Use another sheet if there are more steps

Have them turn to their HPB/LPB lists and list some activities of theirs, and try to match up pairs of HPBs and LPBs. Although the principle is that they are relative, there are probably some things that are almost always an HPB, some almost always (now) an LPB. It will be helpful to them to begin to recognize HPBs for themselves so they can use this when they have something hard to accomplish.

Session 18: LPB Breakdown: Little Steps for Hard Things:

In this session, have them turn to the LPB Breakdown Sheet. One problem with many LPBs is that they're too big to handle and by the time you followed them with an HPB, it would be too late. For example, writing a paper could be an LPB but in order to use the premack principle, we'd want to break it down to intersperse some HPBs. Have the students look at their HPB/LPB List, and take one or two of the "almost always LPBs" that are big, and try to break them down into smaller pieces. For some people, it may be enough to break it into time chunks -- 10 minutes writing a paper might be a piece which a student knows he could do, and then follow with an HPB (getting up and stretching, looking at a magazine for 5 minutes, whatever); then another time chunk, then another HPB (eventually the time chunks can get longer).

For some people, or for some LPBs, breaking down the steps is more helpful. Probably the students have learned the basic steps in writing a paper, but they need some help in putting this down. Also, the steps they put should really reflect the way they work. Do one or two LPB examples with the group, and then let the students work independently for about 10 minutes while circulating and answering questions. This is an important skill for learning-problem students especially, so spend more time if necessary.

The next step is to have the students begin to write schedules for themselves that use the "LPB-then-HPB" Law to get things done.

NAME _____

DATE _____

DIARY SHEET

Things to do in study hall or after school (Circle one)

HPBs LPBs

PLANNED SCHEDULE		ACTUAL SCHEDULE	
TIME	ACTIVITY	TIME	ACTIVITY

Session 19: Self-Management: Diary Sheets

Try these examples with the group.

Example 1. You have the following things to do on a Tuesday in July: 1. go swimming, 2. read a new magazine you like, 3. make a call about a job, 4. wash the family car.
What would be a schedule using the LPB-then-HPB Law?

Example 2. You have discussed with your teacher the importance of not getting angry at other students, especially John who tries to trip you and mess you up. You want to get angry less, because it only hurts you and John doesn't get caught. Describe a plan to help yourself not get angry when John tries to mess you up. (Here, the idea is to think of something they can reward themselves with for not getting angry at John - i.e. John provokes. You "turn off" (ignore). You reward yourself (e.g. tell a friend who's aware of the problem of your accomplishment, eat an m&m, other).

Additional examples from group

At this point, we're just going to have the students use the LPB-then-HPB Law for either Study Hall or After School (two time periods where great productivity is not always the rule). This they can do by using the DIARY SHEET, (p. 28). Depending on the group, have them work this out independently while you answer questions, or do a couple with the whole class before having people finish on their own. It is important that each day they also fill in the Actual Schedule, to make sure they carried out their planned schedule.

One of the hardest things at first will be thinking of HPBs they can intersperse with LPBs. In working out their schedules for the first day or two, they will need your help in figuring out practical HPBs they can intersperse with LPBs. Stress that these don't have to be stupendous---just preferred to the LPB. Even a two minute daydream after a history assignment can be an HPB-portable and self-contained. This is an important tool you can give them which they can use throughout their lives. Do two examples on a Diary Sheet on the board, one for study and one for after school, with the group. Then have them select study or after school and do their own; circulate to answer questions. Take an additional session if group requires.

Session 20: Keeping Diaries:

Check their Diary Sheets to see (and help revise or apply as planned) if they've carried out the planned schedule. Give out a week's supply of additional Diary Sheets; discuss them and have them continue. Check individually every few days. Student should keep diary for at least one week. Can continue longer if wish to.

Session 21: Contracts

Have them decide on an area---homework, or a very hard school activity, for a contract, (p.30). Remind them of the 4 things it should include, then do one or two examples with the class:

i.e., For finishing my whole daily assignment with 90% or better-
5 days in a row-free period in class-do what I want as long as quiet
4 out of 5 days - ½ period
3 out of 5 days - 15 minutes

or,

For complete homework assignments
5 days in a row - (class decides; * fill in on board)
4 out of 5 days - (class decides)
3 out of 5 days - (class decides)

Have class "check out" that each of these include the 4 essentials.

*Possible other HPBs: - Class privileges
-use of equipment
-check assignment, assist teacher
-read special magazine
-play games
-day in the library
-listen to music on cassette for 20 minutes

Then have them write up their own proposed contract and turn in.

By the next session, check, revise as necessary, return to them, and begin implementing individually (e.g. students show you history assignment each day, you check on contract;at end of week they earn whatever specified).

CONTRACT FORM

Contractor_____(Teacher)

Contractee_____(You)

Date Begun_____

Date Finished_____

Terms of Contract:

Check for four things a contract should have:

Amount for amount (not all or nothing)?___

Fair?___

Little steps?___

Reward soon after it happens?___

Signatures of both parties:_____

_____

Session 22: Implementing Contracts:

You return the proposed contracts, adjust as necessary and begin implementing and checking. Continue for at least one week.

Sessions 23, 24: Loose Ends:

All students should now have a contract you are checking on periodically, most will still have a Diary Sheet schedule they're implementing, some may still be keeping Strategy Sheets on projects. Use these sessions to check where each student is, make sure whatever he's doing is being done correctly, tie up any other loose ends.

Session 25: Check-Outs:

Have students turn to Check-Out, Skill 2 in their Manuals; give them 10 minutes to complete; collect. Then show WDWTW 31 and 32, as in Check-In, having them answer questions on "Film Check-Out". Collect. Assuming the Module has been effective, you can discuss with them how they now are able to answer, and understand, the concepts of contingency management and social reinforcement, which they did not know at the beginning.

Advanced Social Reinforcement Activity

If some or all of the students complete the Module ahead of schedule, or if additional fluency is needed in applying social reinforcement, Task Group activities can be used in two to five sessions.

Divide the students into small groups of two to five each. Have them read the Task Group Instructions in their Manuals, and the Task Descriptions you have assigned to their group. They should then spend from 15-30 minutes to devise a plan by (1) deciding what is going on now in terms of social reinforcement; (2) identifying what needs to be changed; (3) consulting "Three Ways to Change Someone's Behavior" and their own Strategy Sheets; (4) planning a strategy and writing it up on the Task Group Plan in their Manuals. Finally, they should play it out to see if it's workable, and for presentation to the larger group.

Depending on the group, work through one task with everyone as a model.

Detachable Use of Module I as a Social Effectiveness/Mainstreaming Curriculum:

Module I skills are critical for career and life success because they are critical for any kind of success, including successful coping with the school mainstream. In and of themselves, they can provide essential tools for special class students to make mainstreaming easier for them and for their teachers and peers.

Mainstream preparation has traditionally focused on equipping students with the academic skills they need to keep up in their classes, yet experience shows time and time again that these skills are not enough, that the "special ed" stereotype remains with the student unless his social behavior counteracts it. Module I training can help him do that.

In using Module I as a detachable mainstreaming curriculum, it is recommended that the general session outline be followed with the following adaptions:

Use of the Observation Forms and rehearsal of the Three Steps, etc. should be extended to allow enough time for everyone to see, note, practice, and re-practice the natural use of these behaviors. In general, two sessions should be allotted for every one recommended in the Career and Life Planning curriculum. This is necessary, in part, because the specific career-planning, job-campaign skills which incorporate social effectiveness will not be there to reinforce Module I learning. This is also necessary to allow the intense practice that is necessary if these skills are to have a broad impact on the student's mainstream environment, not just on the one or two projects he chooses to work on.

The teacher using the Social Effectiveness curriculum detachably can enhance its results by working with receiving mainstream teachers in two ways:

One: (For Skill 1--Social reinforcement) Ask the receiving teachers what they would like to see the student be able to do in their class. Priorities from this list can be worked into the "Turn-On" list for teachers, and then practiced. This can increase the mainstream teachers' receptivity, because they feel that the special ed. preparation is truly responsive to their needs. The instructor can also, if time allows, do some direct observation of the social (i.e., anything not directly academic skills) that a teacher seems to look for (and also those that drive the teacher crazy).

Two: (For Skill 2--Contingency Management) The student can discuss with the receiving teacher his plans for the Diary Sheet--LPB Breakdown and enlist their help. This in itself communicates to the teacher a real interest in working hard in their subject, and most teachers like to help students in study-strategies. If the student would have trouble discussing this with the teacher on his own, you can set up a short three-person conference; if this is impossible, you may be able to go over this with the teacher in the lounge informally, and then work with the student in your class using the receiving teacher's input. Of course, the student's dealing directly with the teacher gives more practice in Skill 1, and preferable to you acting as intermediary.

CODE CAREER AND LIFE PLANNING CURRICULUM
Session-by-Session Outline

	45-50 minute sessions	Dates/Notes
	Session 1: Check-In Self Portrait	
	2: What Makes a Job Right?	
	3: How to Find Out Abilities and Interests	
Full year course	3(a): if needed	
	4 and 5: Abilities	
	6 to 10: Interests (Favorite Abilities) Details	
Full year course	10 (a) and (b): if needed, continue above for two sessions	
	11: Your Transferable Skills (group)	
	12 and 13: Skill Families	
Full year course	13 (a): if needed, continue above for one session	
	14: Working Conditions	
	15: Values-Big Goals	
	15(a): if needed, continue above for one session	
	16: Values-Big Goals: Student Notebook	
	17 and 18: Self-Portrait - Check-Out	
	18(a): if needed	
	Minimum sessions Module II: 18	
	Maximum sessions Module II: 24	

SELF-AWARENESS SKILLS

The student with learning and/or emotional problems often has not so much a poor self-image as very little self-image at all. That is, he just doesn't have much sense of himself, not just his capacities and strengths, but even what he enjoys doing. When asked what he thinks he is good at and what he likes to do, he is likely to draw a blank or give almost random answers. Whether this is a result or cause of his other difficulties is moot; it is in itself a handicap which can increasingly restrict his choices and his life! Without complex restructuring of personality, there are ways to develop a realistic, useful, "self-image " which can be critical in the student's future and present success and happiness.

Definition of Self-Awareness Skills

Self-awareness skills are specifically awareness of one's strengths, capacities, and interests as they may relate to work. This awareness includes learning how these capacities can be translated into "skill families" which apply to a wide variety of possible jobs. This is not the traditional preference-test or psychological battery approach which tells the subject he is likely to be a good metal-worker or lawyer. The skill families are transferable across a wide range of jobs and thus allow flexible planning and cannot become obsolete.

Self-awareness skills also include an awareness of the conditions or circumstances which enable one to use most fully one's skills and of the values that are most motivating.

The methods this Module uses to help the student discover his capacities, interests, enabling conditions, and values, are drawn from the career and life planning field, not from traditional career counseling with test batteries. The approach we use has the student find out about himself through looking at his own experience in his own words. The Module gives him some tools to do that and to dig into that experience for a wealth of useful information about him. Because he draws on his own experience and works through the steps of the process to skill families and finally job possibilities, the result is a real, believable sense of himself--believable because he can see where it came from. The process, then, is at least as important as the result; just telling him his skills would do little to develop real self-awareness. Career and life planning tools offer ways to turn seemingly mundane or insignificant experiences into rich self discovery.

The pilot results of this program have shown that these self-awareness skills are among the most important in developing employability and a positive self-concept. Spend as much time as necessary in the steps of the process here, because it will be well worth it not only for your students' career planning but for all areas of their lives.

PERFORMANCE OBJECTIVES

Self-Awareness Skills: At the end of Module II, the student will be able to:

1. (Self-Assessment---First Step) complete his ability/interest inventory (part of Self-Portrait) with at least 10 things in each category;

2. (Job Clusters) categorize his abilities and interests as they cluster under people, information and things;

3. (Skill Families and Conditions) identify his preferred skill families and preferred working conditions so that he can

4. (Self-Portrait) complete his Self-Portrait with this information.

Session 1: Check-In Test:

The Check-In for this Module is the Self-Portrait. The students should be given 30 minutes to fill this in. Because they're likely to have little to write, or write randomly without much thought, tell them not to worry if they leave things blank and have them turn in whenever they finish, but provide something for them to do quietly on their own until the 30 minutes is up.

The Check-In is scored only after the end of the Module when the student fills in the Self-Portrait as Check-Out. Check-In answers are compared with these, for percent of agreement to see how the student's awareness of his abilities, interests, etc., before the Module compares with his awareness after.

Note:

The skills in this Module are not taught separately. They are developed together, rather than one after another as in Module I. Also, in line with the CLP curriculum's overall strategy, Module II allows the student to work independently much of the time, but with frequent check-points where he can get feedback and reinforcement for his progress.

Session 2: What Makes a Job Right?

Take about half the session to introduce this Module, which is designed to have them become aware of themselves in new ways. You can discuss with them that the previous session's "Self-Portrait" was probably hard for most of them to fill out because we're not used to thinking about ourselves that way. Probably for many of us, a friend or relative might have more of an idea of "who we are" in terms of our likes and strengths, than we do. For satisfaction

in the years to come, "who we are" is important to know in deciding on a job and planning a future.

How many of them think they have at least 10 things they're good at, that they could use on a job? If most raise their hands, great; it will make this Module go faster. If many don't, you can tell them you'll guarantee each one of them will come up with at least 10 things, and probably more, that are real strengths he has, and that can be used in a job. This Module includes activities to do some detective-work on themselves and discover things they didn't ever know were there. Even if they do have an idea of their abilities and interests, this Module will help them translate those into "transferable skills" they can use in many jobs. Read over with them the objectives in their notebooks at the beginning of this Module; make sure they understand them.

Explain that they'll be doing much of the work independently in this Module, but you'll be available to help them, and all through the work there are "Assignment Checks". When they come to one of these (have them turn to the first on in their notebooks) they should raise their hand so you can check over their work until then; you'll enter credits on their Exchange Sheet. They should be sure to work carefully and ask you whenever they don't understand.

Now, they can start working independently. If all students need it, you can start them off doing the initial sections together, but if so, move progressively toward more independent work.

Session 3: How to Find Out Abilities and Interests:

From now on, where each student is in the Sessions will vary. Everyone, however, should by now have finished "What Makes a Job Right". When they have, spend 10 minutes discussing this with the group, eliciting their answers and thinking on the questions. When you're sure there's general understanding and agreement on these basic points, have the students continue working independently.

Session 4 and 5: Abilities:

Make sure you spend some time with each student when he gets to the "Ability List." Depending on the group and when most students have had a chance to give it some thought, you can interrupt the individual work for a group discussion with some examples from students who've been able to fill in some answers; this may help students who are stymied. All of the students should then go back and make sure they complete the List; higher-level students should spend as much time as slower students because they can fill things in in more detail (can use additional pages.)

Samples of Student Manual materials for Sessions 4 through 11 are reproduced on the following pages.

II. CHECK-IN/OUT - Answer and Scoring

SELF-PORTRAIT	Possible
The first PUTS AGE years of my life:	1 pt.
I was born in: NAMES PLACE	1 pt.
I grew up in: NAMES PLACE	1 pt.
One high point: DESCRIBES IN ONE OR MORE SENTENCES	2 pts.

Where I Am Now:

Interests: On Check-In: Score only after completes Check-Out. Score 1 point for each item that jibes with an item scored okay on Check-Out. This is based on our assumption that Check-Out answers are fairly accurate indicators of real interests. 10 pts.

Check-Out: Score 1 point for each which bears some logical relationship to the information derived during the Module--can be far-out but should not be nonsense. 10 pts.

Abilities: Same as Interests. 10 pts.

Where I'm Going:

1. Some of the skill families I have:
   1. Score one point for each (up to three) listed which is the
   2. same as, or parallel to, YTS families, ie., should be a cate-
   3. gory of skills, not one specific one (using tools, not fixing cars, for example) 3 pts.

which I want to use

with people_____ with information_____ with things_____
SCORE 1 point for having checked only what agrees with information gained in Module (Favorite Activities, etc.) 1 pt.

2. Why? One sentence or more relating above answers to self-awareness. 2 pts.

3. Under these working conditions: One sentence or more describing in terms similar to "Working Conditions" categories in Manual 2 pts.

4. For these goals/values: One sentence or more re. large goals/values 2 pts.

5. Some of the jobs I've thought about: Names one or more related to self-awareness information 3 pts.

6. What I need to do or change for those jobs: Makes statement re. training, education, or personal growth. 2 pts.

Possible score: 40

Pass: 30/40

ABILITY LIST

Try to fill in something for each item below. They can be in any area-sports, cooking, fixing things, anything that makes sense to you.

I think I'm good at

1. _____
2. _____
3. _____

I was a success when I

1. _____
2. _____
3. _____
4. _____

People (mother, brother, sister, friend, classmate) sometimes ask me for help with

1. _____
2. _____
3. _____

Think of three adjectives to describe you

1. _____
2. _____
3. _____

Name _____

FAVORITE ACTIVITIES CHART

You can fill in things you do now, or did in the past, even when you were little.

Things I most enjoy (have liked doing) Like 'listening to music' or 'fixing cars', or 'babysitting'	Best time I had doing it Like, 'When I got a new Bee-Gee's record and had my friends over' or 'When I took care of my cousin Billy"	Done mainly wit'		
		People	Info	Things
1.				
2.				
3.				
4.				
5.				
6.				
	Total:			

DETAILS SHEET

First activity: (Give it a short name) _____

DETAIL SHEET BREAKDOWN

Suppose one of your favorite activities is making a cake. If you had written this up on your "Details Sheet", below are some of the things you might have said you did when you made the cake. Next to each one is where it would fit in "Your Transferable Skills". Your instructor may do a few examples with you.

WHAT YOU SAID YOU DID	SECTION	SKILL NUMBER YTS 1	SKILL NUMBER YTS 2
Used a mixer	A	4	4
Read the recipe	C	15	15
Judged when the cake was done	D	25	25
Figured out what supplies (ingredients) you'd need and what you had on hand	E	28	28
Figured out the measurements	E	30	30
Decided which brand of mix to use	G	50	49
Did the steps of making the cake in order	G	49	48
Tested to see if it was done	G	51	50
Decorated the cake	J	81	79
Followed the recipe	L	97	94
Paid attention to details	L	98	96

This is one way to break down an activity like baking a cake into all the skills you use in doing it. Note that some things fall under more than one heading --- like judging or testing when the cake is done. There's no "right" or "wrong" way to fill out"Your Transferable Skills", so just mark what makes sense to you. Ask your instructor for help as you need it. You may be surprised at how many skills you didn't know you had.

On the next page is another example: "Fixing a Bike."

DETAIL SHEET BREAKDOWN--FIXING A BIKE

Many of you probably have fixed your own bike. You can see below all the possible skills that were involved in something as simple as "Fixing a Bike".

WHAT YOU SAID YOU DID	SECTION	SKILL NUMBER YTS 1	SKILL NUMBER YTS 2
Used tools (wrench, screwdriver, etc.)	A	4	4
Took apart, put together with your hands	A	7	7
Fixed (whatever)	A		
Checked to see what the problem was (why gear slipped, why tire flat, etc.)	D	9 24	9 24
Figured out (diagnosed) the problem	D	25	25
Decided it should be fixed soon or it would damage the bike	F	37	36
Knew which tools to use, when	G	49	48
Knew exactly which tool was best to use (e.g., pliers, or allen wrench)	G	50	49
Made it work better	H	58	57
Paid attention to little details	L	98	96

Your Functional/ Transferable Skills

sample: The Halloween Experience

1	2	3	4	5	6	7	Name of Skill	Example of a situation where that skill is used
							A. Using My Hands	
							1. assembling	as with kits, etc.
							2. constructing	as with carpentry, etc.
							3. or building	
							4. operating tools	as with drills, mixers, etc.
							5. or machinery	as with sewing machines, etc.
							6. or equipment	as with trucks, stationwagons, etc.
							7. showing manual or finger dexterity	as with throwing, sewing, etc.
							8. handling with precision and/or speed	as with an assembly line, etc.
							9. fixing or repairing	as with autos or mending, etc.
							10. other	
							B. Using My Body	
							11. muscular coordination	as in skiing, gymnastics, etc.
							12. being physically active	as in exercising, hiking, etc.
							13. doing outdoor activities	as in camping, etc.
							14. other	
							C. Using Words	
							15. reading	as with books; with understanding
							16. copying	as with manuscripts; skillfully
							17. writing or communicating	as with letters; interestingly
							18. talking or speaking	as on the telephone; interestingly
							19. teaching, training	as in front of groups; with animation
							20. editing	as in improving a child's sentences in an essay, etc.
							21. memory for words	as in remembering people's names, book titles, etc.
							22. other	

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Simple-Holland-n

1	2	3	4	5	6	7	Name of Skill	Example of a situation where that skill is used
							D. Using My Senses (Eyes, Ears, Nose, Taste or Touch)	
							23. observing, surveying	as in watching something with the eyes, etc.
							24. examining or inspecting	as in looking at a child's bumps, etc.
							25. diagnosing, determining	as in deciding if food is cooked yet
							26. showing attention to detail	as in shop, in sewing, etc.
							27. other	
							E. Using Numbers	
							28. taking inventory	as in the pantry, shop, etc.
							29. counting	as in a classroom, bureau drawers
							30. calculating, computing	as in a checkbook, arithmetic
							31. keeping financial records, bookkeeping	as with a budget, etc.
							32. managing money	as in a checking account, bank, store, etc.
							33. developing a budget	as for a family, etc.
							34. number memory	as with telephone numbers, etc.
							35. rapid manipulation of numbers	as with doing arithmetic in the head
							36. other	
							F. Using Intuition	
							37. showing foresight	as in planning ahead, predicting consequences, etc.
							38. quickly sizing up a person or situation accurately	as in everything, rather than just one or two details about them, etc.
							39. having insight	as to why people act the way they do, etc.
							40. acting on gut reactions	as in making decisions, deciding to trust someone, etc.
							41. ability to visualize third-dimension	as in drawings, models, blueprints, memory for faces, etc.
							42. other	
							G. Using Analytical Thinking or Logic	
							43. researching, information gathering	as in finding out where a particular street is in a strange city
							44. analyzing, dissecting	as with the ingredients in a recipe, material, etc.
							45. organizing, classifying	as with laundry, etc.
							46. problem-solving	as with figuring out how to get to a place, etc.
							47. separating important from unimportant	as with complaints, or cleaning the attic, etc.
							48. diagnosing	as in cause and effect relations, tracing problems to their sources
							49. systematizing, putting things in order	as in laying out tools or utensils in the order you will be using them

continued next page

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1	2	3	4	5	6	7	Name of Skill	Example of a situation where that skill is used
							J. Using Artistic Abilities	
							76. composing music	
							77. playing (a) musical instrument(s), singing	
							78. fashioning or shaping things, materials	as in handicrafts, sculpturing, etc.
							79. dealing creatively with symbols or images	as in stained glass, jewelry, etc.
							80. dealing creatively with spaces, shapes or faces	as in photography, art, architectural design, etc.
							81. dealing creatively with colors	as in painting, decorating, making clothes, etc.
							82. conveying feelings and thoughts through body, face and/or voice tone	as in acting, public speaking, teaching, dancing, etc.
							83. conveying feelings and thoughts through drawing, paintings, etc.	as in art, etc.
							84. using words on a very high level	as in poetry, playwriting, novels
							85. other	
							K. Using Leadership, Being Up Front	
							86. beginning new tasks, ideas, projects	as in starting a group, initiating a clothing drive, etc.
							87. taking first move in relationships	as with stranger on bus, plane, train, etc.
							88. organizing	as with a Scout troop, a team, a game at a picnic, etc.
							89. leading, directing others	as with a field trip, cheerleading
							90. promoting change	as in a family, community, organization, etc.
							91. making decisions	as in places where decisions affect others, etc.
							92. taking risks	as in sticking up for someone in a fight, etc.
							93. getting up before a group, performing	as in demonstrating a product, lecturing, making people laugh, entertaining, public speaking
							94. selling, promoting, negotiating, persuading	as with a product, idea, materials, in a garage sale, argument, recruiting, changing someone's mind
							95. other	
							L. Using Follow-Through	
							96. using what others have developed	as in working with a kit, etc.
							97. following through on plans, instructions	as in picking up children on schedule
							98. attending to details	as with embroidering a design on a shirt, etc.
							99. classifying, recording, filing, retrieving	as with data, materials, letters, ideas, information, etc.
							100. other	

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1	2	3	4	5	6	7	Name of Skill	Example of a situation where that skill is used
							50. comparing, perceiving similarities	as with different brands in the supermarket, etc.
							51. testing, screening	as with cooking, deciding what to wear, etc.
							52. reviewing, evaluating	as in looking at something you made, to see how you could have made it better, faster, etc.
							53. other	
							H. Using Originality or Creativity	
							54. imaginative, imagining	as in figuring out new ways to do things, or making up stories, etc.
							55. inventing, creating	as with processes, products, figures, words, etc.
							56. designing, developing	as with new recipes, new gadgets
							57. improvising, experiments	as in camping, when you've left some of the equipment home, etc.
							58. adapting, improving	as with something that doesn't work quite right, etc.
							59. other	
							I. Using Helpfulness	
							60. helping, being of service	as when someone is in need, etc.
							61. showing sensitivity to others' feelings	as in a heated discussion, argument
							62. listening	
							63. developing rapport	as with someone who is initially a stranger, etc.
							64. conveying warmth, caring	as with someone who is upset, ill
							65. understanding	as when someone tells how they feel, etc.
							66. drawing out people	as when someone is reluctant to talk, share
							67. offering support	as when someone is facing a difficulty alone, etc.
							68. demonstrating empathy	as in weeping with those who weep
							69. representing others' wishes accurately	as when one parent tells the other what a child of theirs wants, etc.
							70. motivating	as in getting people past hangups, and into action, etc.
							71. sharing credit, appreciation	as when working in teams, etc.
							72. raising others' self-esteem	as when you make someone feel better, less guilty, etc.
							73. healing, curing	as with physical, emotional and spiritual ailments, etc.
							74. counseling, guiding	as when someone doesn't know what to do, etc.
							75. other	

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Session 6, 7, 8, 9, 10: Interests and People, Information or Things:

This ("Favorite Activities Chart") may also be worked on at home if more time is needed. Additional pages can be used. This is a critical part of the curriculum; make sure everyone has filled out the "Chart" adequately or the following activities will not make sense.

Note: It's not a bad idea to work through Favorite Activities-Details-Transferable Skills yourself before the students do it. It can help greatly in helping them.

Details: Take at least one period for each "Detail" Sheet to be filled in. Students who have trouble writing can record this on a cassette which can be translated for them. Parents or brothers and sisters may help them do part of these at home. Lots of information is essential---work through one activity with the group if necessary so they all get the idea.

Have the students who seem to be finishing before others, do extra Detail Sheets so that you can introduce "Your Transferable Skills" to the whole group.

Session 11: Skill Families: Your Transferable Skills:

Your Transferable Skills (YTS) was developed by Richard Bolles of the National Career Development Project, and is reproduced and adapted here with his permission. Two versions are provided: YTS 1 is Bolles' original, for use with students with reading at 8th-grade level or better; YTS 2 illustrates the skills, and can be used with students with minimal reading ability. Note that the skill numbers vary somewhat between the two versions.

Explain the skill family concept . Have students skim "YTS" looking at main headings. Then do the "Detail Sheet Breakdown" examples on the board or an opaque projector; then, do a few "Breakdowns" for student "Details Sheet". Put a sample of "YTS" on the board or projector to show how to fill it in with Details Sheet information.

Sessions 12 and 13: Skill Families, cont'd:

Students should work individually, or in pairs helping each other, filling in their charts. They can refer to the "Detail Sheet Breakdown." Tell them that when they finish they are to raise their hands as a signal to you. Either on the floor or on a large table, have the students spread the sheets out to look for patterns and fill in "Skill Families".

Session 14: Working Conditions:

When the students have all finished "Skill Families", discuss the basic concept of working conditions. Go over examples of what the working conditions are for them as students---they may be different in different classes---and how they feel it affects them. It's easy to think one works best when totally free, but help them to be as realistic as possible.

They will need your guidance in seeing what conditions really do help them actualize themselves and what conditions suppress them or allow them to fritter away their energies. Here you can focus on any of their accomplishments in or out of school and help them figure out what working conditions applied. Emphasize that they will want to re-think working conditions from time to time in the future, as they get older and circumstances change.

When they understand the concept, have them fill in "Working Conditions" in their notebooks.

Session 15: Values - Big Goals:

Have the group brainstorm answers to the following questions:
(1) What do I hope will be different about this world, in my lifetime?
(2) What do I hope will be different about my life?
List the three most important answers for each question, and have them say how they'd like to help, or be involved (do a few as examples). How they can be involved may be difficult. They should not be too limited by reality at this point. That is, maybe they won't become a research doctor, but if one of the Big Goals is a healthier world, they could list that they could be involved by discovering a cure for cancer. This kind of imagining is important in getting at what's really important to them.

Session 15(a): Continue above as needed

Session 16: Values - Big Goals: Student Notebooks:

They should fill in their individual sheets in their manuals.

Session 17 and 18: Self-Portrait (Check-Out)

Remember-this is not a test, but an assessment of everything the student has learned in this Module --and-- a tool he'll include in his Portfolio in his future career and life planning. Help the students find the places in their previous work where the information called for is provided. They can use up to two periods to complete this.

CODE CAREER AND LIFE PLANNING CURRICULUM
Session-by-Session Outline

45-50 minute sessions		Dates/Notes
Session 1:	Check-Ins, Skill 1, Interview	
2:	Interview Sheets	
3 and 4:	Interviewing for Services	
5,6,7,8:	Interviewing for Services--all students	
9 and 10:	Stupid Interview	
11,12,13,14:	Interview Roleplaying	
15:	Check-Outs, Skill 1	
16:	Check-Ins, Skill 2, Telephone Call	
17, 18, 19, 20:	Telephone Call Roleplaying	
21:	Telephone Call-- planning real call	
22:	Telephone Contact Sheet, final notes	
23:	Check-outs, Skill 2.	
24:	Check-Ins, Skill 3, Letterwriting	
25,26:	Three Main Parts of a Letter	
27,28:	Exercises and Group Discussion	
Full Year Course 29, 30,31:	Advanced Letters	
	CORE COURSE CAN OMIT Skill 4 and Skill 5	
" 32:	Check-Ins, Skill 4, Job Research, and Intro to Career Planning	
" 33:	Introductory filmstrip	
" 34:	Skill Analysis Revisited	
" 35:	Skill Analysis--group planning	
" 36:	Individual Goals	
" 37:	Individual planning	
" 38:	Individual planning, continued	
" 39, 40:	Introduction to Occupational Outlook Handbook	
" 41:	People, Info, Things--small group discussion	
" 42:	Individual Research	
" 43, 44:	Individual Research, letters, etc.	
" 45, 46:	Introduction to Occupational Brief File	
" 47,48,49:	OBF Categories and completing career file	
" 50:	Review of all available materials	
" 51:	Check-Outs, Skill 4	
" 52:	Check-Ins, Skill 5, Job Campaign Project	
" 53--61:	Carrying Out Steps of Job Campaign Project	
62 and 63:	Complete Check-Outs, Skill 5, all students; Give out Certificates	

Minimum sessions Module III: 28
Maximum sessions Module III: 63

SUCCESSFUL JOB-CAMPAIGN SKILLS

The final section of the Career and Life Planning curriculum covers skills which are also taught in more traditional career planning courses, ie., "job-campaign" skills like interviewing, letter-writing, telephoning, researching jobs, putting together a portfolio. As taught in the Career and Life Planning curriculum, however, the emphasis is on learning by doing and practicing rather than instruction that is primarily didactic or theoretical. Also, these skills, as taught in the Career and Life Planning curriculum, build on the earlier skills of social effectiveness (from Module I), which are critical to interviews, phone contacts, self-management and scheduling, which will be helpful in carrying out phone calls and job research projects, and the self-awareness skills learned in Module II, which the student will be asked to draw on in presenting himself in the interview and in determining jobs to research.

The Instructor should keep the skills and strategies taught in Modules I and II in mind, as he goes through this Module with the students. By having the students use these skills in a new context, and be reinforced for using them, the Instructor will insure that they become a permanent part of the students' behavior, rather than half-remembered ideas from a course.

PERFORMANCE OBJECTIVES

At the end of Module III, the student will be able to:

1. (Interview-Job) identify and demonstrate the key interview skills;

2. (Phone) demonstrate a clear, appropriate phone call to ask about a job or training;

3. (Letter-writing) write a sample letter of inquiry or application, in proper form;

4. (Job Research) carry out at least one job research project;

5. (Job Campaign Project) list and carry out the eight steps in finding a job. Includes completing his Personal Portfolio.

Skill 1: Interview

The skills the student will have to learn to accomplish the general part of this objective can be covered in up to eight sessions (depending on time and the group). Following this, job-specific interview skills are taught in from four to seven sessions, for a total of 12-15 sessions. Unlike some of the earlier skills, the more advanced the group, the more time should be allotted in this section.

Read this section over before beginning.

Session 1: Check-Ins:

Give the Check-Ins for this unit (10 minutes). Collect them and have the students turn to the Objective sheet at the beginning of this section in their notebooks. Give them a few minutes to read it, and/or read it aloud as they read it in their notebooks. Have the students turn to the next page and read the general statement on interviews. Explain to them that during the next few sessions they will be doing some activities that will give them a feel for what it is like to be in the interviewer's shoes, so that they'll have an advantage when they actually go for job interviews.

Ask them to turn to the Interview Sheets in their notebooks. Use your copy of this sheet and go over the categories.

INTERVIEW SHEET

Position or service needed (e.g., math tutor, decoration committee)

How He Does

1. How I'll know he can do it:
A. Questions about Related Experience/ Training:
   1.
   2.
   3.
B. Questions about Related Abilities:
   1.
   2.
   3.
C. Questions about Interests:
   1.
   2.
   3.
2. What else:
A. What I'll look for in how he looks/acts:
   1.
   2.
B. Why He's There:

Explain to the students that the types of questions on the Interview Sheet are the sort of thing one looks for in interviewing anyone for just about anything--that is, one wants to know if he's done anything like ( ) in the past, if he hasn't, if he's had any training in it; what basic abilities he has that could be helpful in the position; and because it's not enough for someone to be able to do a job, it is also important, if they're going to do their best at it, for them to be interested in it, one wants to find out how the interviewee's "likes" relate to the job. Finally, there

III-1 CHECK-IN/OUT - Answer and Scoring

1. (in any order)

   (a) something about or equal to experience and/or training

   (b) something about or equal to abilities

   (c) something about or equal to interests

2. (a) something about or equal to manner, appearance, way he looks/acts---anything with this concept

   (b) something about why he's there

Possible score: 5 (1 for each answer)
Pass: 4/5

Check-Out, Performance: In addition to the above, each student should be checked on the Interview Checklist, achieving a score of at least 14 out of 17.

are usually aspects of the person's appearance and behavior that will relate to their doing the job well. And motivation is also important---the interviewer needs to know if they're applying for the position because they want to--this will make a difference in how well they perform.

In this part of Skill 1, the students are going to be interviewers. Each student should think of some service he needs, or could need, from someone else. For example, in class this could be help with a hard subject, help on a class project. Out of school, it could be help learning a new dance, or how to drive. Go around and make sure everyone comes up with something.

Now, the services that the students have decided they need are in a way like something they might buy at the store, that is, they are the consumer who is going to evaluate the seller's product to decide if it is worth buying. In the same way that the consumer in the supermarket asks (in his head) a number of questions to decide if a product is worth buying, or which product is the best buy, the person buying a service needs to ask questions to find out if the person he's interviewing will be able to do it well. You can point out that, in a real job interview where someone is being hired, this is especially true because a considerable amount of money, and the successful functioning of the business, depend on it.

Put the categories from the Interview Sheet on the board and select two students' examples to do with the group. As you do, go over again and define the terms used (related experience, etc.). Remind them that they worked on figuring out some of these things about themselves in Module II.

In the examples and discussion, point out that some categories will matter less for different things, e.g., a math tutor's clothes may not matter, but his breath probably will, because of the job conditions. Discuss what the way someone looks/acts can tell you about his personality and how he might perform on the job. The good interviewer has to be a good predictor, and has to look carefully for clues he can see in a 10 or 15 minute interview that tell him what he can expect for months or years in the future. Elicit examples from the students of what they, perhaps unconsciously up til now, use as clues to what they can expect from people: e.g. sizing up a new teacher, classmate--how do they "read" them in the first few minutes? Probably they all are more skillful at this than they realize. And although first impressions can be wrong, they are always very important.

In considering specific things you'd look for when interviewing someone for a service, someone who can't stop talking may be hard to work with on a committee; someone who is great at math but has a superior attitude and makes the interviewer feel dumb would probably be bad as a math tutor. Someone who is sloppy in his clothes may be a bad driver. Even if he weren't, would you as an interviewer, want to take a chance?

You can point out, if the students don't, that the conclusions we draw from these clues may not always be right, or fair, but when the students themselves are being interviewed, they'll be in a much stronger position if they're aware of this phenomenon and don't give the interviewer any reasons to draw unfair conclusions.

Session 2: Interview Sheets:

After developing questions and criteria for two examples with the group, have the students fill in their sheets. Circulate to give them help; the students whose sheets were used as examples can also help their classmates.

Session 3 and 4: Interviewing for Services:

In these sessions, each student in turn will interview another student for the service he has chosen, and using the questions on his sheet. He will make notes about how the interviewee does, on the right side of the sheet. The rest of the class should make notes re. the questions asked (did they get at what the interviewer needed to know?) and how they think the interviewee did. Where possible, have students be applicants for services they may have some expertise in, but in any case, give the student you appoint as "applicant" each time, a few minutes to think about what he is going to say and how he will behave. However, the focus here is on observing and analyzing the interview process, so the applicants don't have to be terrific.

Observation is essential in these sessions so students should get an assignment check for each session in which they are good observers, as well as interviewers. This includes paying attention during the interview, taking notes, and participating in the discussion afterwards.

In the discussion after each interview, the Interviewer should present his results and tell whether or not he'd hire the applicant, and Why. The rest of the class should be asked where it agrees and disagrees, and again Why. In succeeding sequences, be progressively more probing in asking students to back up their statements: critical judgment is one of the skills they should be developing.

Your questions should include what verbal clues they saw, and what non-verbal ones. What "turn-ons" from Module I were observed? What about Module II--being able to express himself clearly re. his abilities and interests, and tying in his experience to the position in question, that is, making it clear to the Interviewer how a skill he's used in fixing a bike relates to a skill that's needed in a different type of activity. Remind them that the Applicant is in a way a salesman or woman for him/herself.

Did the Interviewer ask what you'd need to know to hire the Applicant? Were there other questions he could have asked? Other clues he could have looked for?

Put any preliminary criteria for a successful interview on the board, as the group comes up with them. When they have come up with a good basic list, call this "Keys for a Successful Interview", and have them copy it and put it in their notebooks. In developing this list, allow overlap, students' own wording, and as always stress what they already knew that they didn't know they knew.

Sessions 5, 6, 7, 8:

Repeat with rest of students. An interview and the discussion should take about a half to a full session---less than this means not enough time is being taken with observation and feedback. In discussions, start applying the blackboard criteria. In later interviews, have everyone observe using the criteria the group came up with. Discussions are progressively more focused, more emphasis on subtleties. Give students being interviewed the opportunity to repeat an interview, or part of an interview, after feedback, especially to practice and get a sense of success in some behavior they may have had trouble with.

Job Interview

The Job Interview puts together many of the preceding skills. The instruction is in three sequences of (1)individual reading, (2) roleplaying, and (3) observation/feedback.

Sessions 9 and 10: Stupid Interview

In the first sequence of reading/roleplaying/discussion, the students will see and be asked to identify what not to do in an interview. (Note: Here, as any time you focus on something negative, make sure to avoid any hint of ridicule.) The discussion should lead from what was done wrong, to what could have been done. Criteria developed in the last few sessions should be brought in.

In the first run-through, you will play the Stupid Applicant. First, have the students read up to the end of the first paragraph on page : "Your instructor will show you, etc." Choose a student who is a good reader to be the Interviewer, give him a copy of the script, and have him read over the questions. The other students will observe using their Stupid Interview Sheets as the Interview goes on. Explain they should look for verbal (words) turn-offs, and also actions and appearance (grooming, slouching, etc.).

Afterwards, elicit from the group, and discuss, turn-offs in each of the three areas. Put on board. Then turn to a discussion of what could have been done differently. Have them brainstorm specifics; put their ideas on the board. Complete this in the next session. The students should copy the list for future reference.

Do one more Stupid Interview to illustrate some other common turn-offs. Give credit for Assignment: 3 points for 6 or more legitimate turn-offs listed in each observation; 2 points for 4-5; 1 point for 3; 0 points for less.

STUPID INTERVIEW DEMONSTRATION: APPLICANT SCRIPT
I=Interviewer A=Applicant

Note: These are suggestions, but the basic idea is to demonstrate some of the common things people do wrong in interviews.

	LINES	ACTION
I:	(SAYS HELLO)	REACHES HAND FOR HANDSHAKE
A:	Hello there! (DOES NOT INTRODUCE SELF)	SHAKES HAND TOO HARD, OR DOES "GIVE ME FIVE" HANDSHAKE
I:	How are you?	
A:	Actually, I haven't been feeling too good lately. I think I have the flu. (MAY COMPLAIN A LITTLE)	FIDGETS, TWIRLS HAIR
I:	Tell me a little bit about yourself.	
A:	There's not much to tell. You know I've been going to school, but I'm going to be glad to get out of there, I'll tell you.	TAKES OUT COMB AND RUNS THROUGH HAIR
I:	How did you hear about our company?	
A:	The Guidance Counselor in the school told me to come over and see if you had any jobs. I really never heard of the place myself.	SLOUCHES IN CHAIR, LOOKS AROUND
	Say, that's a nice desk you've got- that's the kind of job I'd like, with a big desk like that.	GETS UP AND LOOKS AT THINGS ON DESK
I:	What job <u>are</u> you interested in?	
A:	I don't know. What do you have?	SITS DOWN, LIGHTS CIGARETTE (GO THROUGH MOTIONS ONLY)
A:	Maybe restaurant work, you have a restaurant, right?	
I:	Do you have experience for this kind of job?	

LINES	ACTION
A: Well, not much, we did some stuff in school about it but I don't remember exactly, but I always liked to eat.	
I: I see. Well, why do you think you should be hired?	
A: Like I said, I like food.	
I: The salary is $3.00 an hour, and it's a 40 hour week, 8 to 4. How does that sound?	
A: Well, all right I guess, but I don't really like getting up that early, that's one of the things I hated about school. You'd think if they're going to make you work your head off and not even get paid they'd let you come in at 11 or something. But I guess I could do it for the job, you know, getting paid. That $3.00 isn't much,though.	
I: I see you've had some trouble in school. Do you think you'll have the same kind of trouble here?	
A: No---that wasn't my fault, they were always picking on me, you have to fight back, you know. School's really the worst, I'll just be glad to get out.	
I: Do you have any questions about the job?	
A: No	
I: Well, we have some other people to interview, but I'll let you know.	
A: Yeah, okay, but call me before Friday because I'm going fishing.	
I: Okay, it was good talking to you.	
A: You bet.	SLAPS HAND, LEAVES

SMART INTERVIEW SCRIPT
I=Interviewer A=Applicant

	LINES	ACTION
I:	Hello, I'm Mr./Mrs. Walker	STANDS UP, REACHES HAND FOR HANDSHAKE, LOOKS A IN EYE
A:	(INTRODUCES SELF)	
I:	How are you?	SITS DOWN
A:	(ANSWERS)	
I:	Tell me a little bit about yourself.	
A:	(ANSWERS)	
I:	How did you hear about our company?	
A:	(ANSWERS)	
I:	What job are you interested in?	
A:	(ANSWERS)	
I:	Do you have experience for this kind of job?	
A:	(ANSWERS)	
I:	I see. Well, why do you think you should be hired?	
A:	(ANSWERS)	
I:	The salary is $3.00 an hour, and it's a 40 hour week, 8 to 4. How does that sound?	
A:	(ANSWERS)	
I:	I see you've had some trouble in school. Do you think you'll have the same kind of trouble here?	
A:	(ANSWERS)	
I:	Do you have any questions about the job?	
A:	(ANSWERS)	
I:	(ANSWER QUESTIONS IF HE ASKS) Well, we have some other people to interview, but I'll let you know.	

LINES	ACTION
A: (ANSWERS)	
I: Okay, it was good talking to you.	
A: (ANSWERS)	LEAVES

STUDENTS
MODULE III INTERVIEW

SMART INTERVIEW-FIRST RUN

NOTES

GROUP FINDINGS

INTERVIEW-MODULE III

Student _____

Date _____

Applicant _____

Interviewer _____

INTERVIEW CHECKLIST

	YES	NO	NOTES
Stands up straight, Head up			
Introduces self by name			
Shakes Interviewer's hand firmly, but not too hard			
Looks Interviewer in eye			
Answers Interviewer's question about "How are you?" clearly			
If Interviewer says, "Tell me something about yourself" says one to three short, positive things about him/her self			
Good posture			
If Interviewer asks, "What job are you in terested in?" gives job or type of job oı area			
If Interviewer asks about skills or ex- perience, gives two-ten sentences on relevant experience or why thinks could do			
If Interviewer asks- "Why should you be hired?" says two-five reasons such as skill interest hard working			

	YES	NO	NOTES
If Interviewer asks about trouble in school--says (1) short sentence that shows understands what the problem was and (2) why it won't happen now. DOES NOT BLAME OTHERS			
If Interviewer asks if questions about job-- asks one or two that sound interested			
Thanks Interviewer at end			
Stands up when Interviewer stands			
Shakes hand if Interviewer offers, looks in eye			
General: Speaks clearly (no mumbling)			
LOOKS INTERESTED			

As Check-Out, Performance:
Possible score: 17 (1 for each item)
Pass: 14/17

Sessions 11, 12, 13, 14: Interview Roleplaying

The students read up to the last paragraph on page ten: "let's take a look....Your Instructor will play it again." Check their Assignment Credits for the reading. Then, set up a Smart Interview Demonstration, using the Smart Interview-First Script. Students use the Smart Interview-First Run Sheet for observing.

In the first roleplaying, you play the Applicant. Have a student who can read fairly well play the Interviewer using the Script. On the Smart Interview-First Run sheet, the other students make general notes about what they see that is different from the Stupid Interview.

In the discussion, elicit what they saw that you did that followed the suggestions from the first sequence, and elaborate and reinforce them, beginning to bring in points from the Interview Checklist.

Succeeding roleplays should have students playing applicants, with you and students as interviewer. Rest of group now observes using the Interview Checklist. If the group had come up with any items that should be added to the Checklist, add them. Before proceeding with succeeding roleplays, have the students finish the reading for this section and check their assignment credits.

Make up jobs based on students' interests and use jobs they have some knowledge about. The same jobs can be played by several students in turn. Make sure to elicit and model specific positive comments, and remember that in general the students learn best by emphasizing what they do right. Also, if a student does poorly on a segment of the interview, identify specifically what he should do-that he can do--model it--and have him do just that segment over, so he ends the session with the positive model/performance, not the negative one. A relaxed group atmosphere, tolerance of mistakes, encouragement of trying, will allow continued growth for everyone despite differing levels and problems.

For advanced-level groups, after a few roleplays with the basic script, use the Interview Script-Advanced.

Note: The basic Script includes the Interviewer asking about problems the applicant may have had in school. It is worth taking a half to a full session to discuss the material in the students' reading on this subject, explaining that there is an effective strategy to deal with this if they have had problems that the interviewer is likely to find out about. Interviewers are not looking for perfection but for someone who shows that, if he has had a problem, he has enough understanding of it, and some evidence he has solved it, so that it will not be a barrier on the job.

If necessary, the student who is playing Applicant can refer to the Interview Checklist in a first run-through, but then should try to do it without the Checklist.

INTERVIEW SCRIPT-ADVANCED

LINES	ACTION
I: Hello, I'm Mr./Mrs. Walker	STANDS UP, REACHES HAND
A:	
I: How are you?	
A:	
I: What job are you interested in?	
A:	
I: Is this a permanent or temporary job for you?	
A:	
I: What experience do you have with this kind of job?	
A:	
I: Have you worked before at all?	
A:	
I: (IF HAS WORKED) Tell me about that job, what did you do?	
A:	
I: How did you like it?	
A:	
I: Why did you leave the job?	
A:	
I: Have you had any special training you could use in this job?	
A:	
I: Tell me about school. What courses do you like best? How come?	
A:	
I: Have you been in any school activities? Sports or clubs?	

LINES	ACTION
A:	
I: What are your long-range plans? How does this job fit in?	
A:	
I: What if you had to work overtime to get the job done?	
A:	
I: How do you get along with authorities?	
A:	
I: What's your health like?	
A:	
I: Were you absent from school much?	
A:	
I: What do you do in your spare time?	
A:	
I: Have you lived here are your life?	
A:	
I: Do you like living here?	
A:	
I: Do you have any questions about the job?	
A:	
I: Okay, I'll let you know.	
A:	

In later roleplays, you can actually set up more aspects of the Interview situation, such as an outer office with a receptionist, to give the student practice in introducing himself, etc.

Session 15: Check-Out and Wrap-up

Give the students 10 minutes to complete the Check-Out.

In addition, make sure each student has been checked at least once on the Interview Checklist and achieved a passing score (14 out of 17).

Spend the rest of the session on summing up not only key points for the interview, but other things to remember before the interview, as described in the student reading. Students should skim back over the Appearance Checklist, and the Interview Checklist both of which will go into their Portfolio at the end of this Module. If there are other points you feel your students will need reminders for, make a checklist of these and have them add it to their notebooks.

Skill 2 : Telephone Call

The critical skills in a good telephone contact are relatively simple: a clear and pleasant voice, a polite manner, and inclusion of the points or questions the caller wants to make. The key points of an effective telephone contact are listed in the Check-In and Out Answer Key and in the Student Manual. Roleplaying several sessions of simulated phone contacts, with feedback from the group, will teach the students how to cover the content in a clear, appropriate way.

This skill should take eight sessions to teach.

Session 1: Check-Ins:

Give the Check-In tests. When finished, collect them.

Have the students turn to the second page in their Manuals, and read this page on telephone contacts. When they are finished, elicit and discuss the five key points they should keep in mind as they try out some phone calls.

Have the students turn to the Phone Contact Checksheet in their notebooks. Go over the points in the sheets. Then roleplay (the three roleplaying scenarios and instructions follow) one contact with one student as the person being called, and yourself as the model caller. After a brief discussion of key points, stage a second roleplay of the same simulation , with two students. The rest of the group fills in the Checksheets. Take time to go over the Checksheet data in detail, and reinforcing positive things to be built on as much as possible.

Sessions 2,3,4,5,:

Repeat the above with at least five other simulations in these four sessions.

Modelling, followed by practice and reinforcement, is the best way to teach the non-content parts of this skill: (1) clear and pleasant voice; (2) reasonable rate of speech-not too rapid or too slow; (3) speech without tics "like", "you know", or "uh". Begin each session with yourself modelling the first simulation stressing one aspect that needs demonstration.

Use "Roleplaying Scenarios 4,5, and 6" to fill in details for jobs or training schools relevant to your students.

In Session 5 make sure to review the five key points.

Before the end of the Unit, each student should be observed roleplaying at least one successful phone call, including the 5 key points plus a clear, pleasant tone of voice. This is the performance part of the Check-out; note on your Check-out record.

Session 6:

The students are now going to use their skills to make at least one real phone call. Have them choose one company or training school they are interested in calling from the Job Resource Network List. Then have them plan their call filling in the Telephone Contact Actual sheet with purpose and questions. Each student should tell you verbally what he/she has planned exactly as he/she will say it.

Their assignment is to carry out the call at home after school (will need to be before 5:00 p.m. in most cases), or in school if access to a phone can be arranged and scheduled.

The students should bring back the Telephone Contact-Actual Sheet with the report section filled in.

Session 7:

Go over the Telephone Contact Sheet and discuss with the group any problems or additional ideas that emerge.

Session 8:

Give the Check-Out.

III-2 CHECK-IN/OUT - Answer and Scoring

List the 5 key points to include in a telephone call to inquire about a job or job training:

1. who you are

2. what job/training

3. how you heard

4. what you want

5. close/thanks

Possible score: 5 (1 for each answer)
Pass: 5/5
Check-Out only: on Performance, possible 6: one for including each point, one for clear, pleasant tone of voice. Pass: 6/6

Roleplaying Instructions:

Have one student be the person receiving the call. Hand out one of the three "Receive Call" sheets. Have him read over the details of his job or training school. During the roleplaying he is to give these answers in response to the caller's questions. He should check off the ones the caller asks. If the caller asks details not listed, he can make up answers.

Appoint another student the called. Hand him the "Making Call" sheet and have him fill in training or job as appropriate to prepare for the call. Coach him as needed beforehand. (The purpose is to provide as much help as necessary so students' practice is correct practice not mistake-practice).

The other students follow with the Telephone Contact Check-sheets. Give the caller a few minutes to think about what he will say in the call.

After the roleplaying, he should fill in Telephone Contact-Purpose and Roleplay-with information gained.

ROLEPLAYING
Scenario 1

Receives Call

Janie Gyp Secretarial School

____Has 6 month secretarial

____Evenings, Monday-Friday, 7-10 p.m.

____Costs $1000.00

____High school graduates can take it

____Teaches typing, and business letter form

____Don't place graduates-they find own jobs

ROLEPLAYING
Scenario 2

Receives Call

Playboy Club Personnel
Director - Ms. Washer

Has a few jobs for:

Dishwashers

Lift Operators

Busboys

Pay $2.50 - $3.00/hour. Hours: night and weekends.
Wants responsible people that will be on time.
Can interview Fridays at 2 only.

ROLEPLAYING
Scenario 3

Receives Call

Counselor: Mr. Oakie

Has work-study job after school 3-5, $2.50/hour. No experience needed. Will help Custodian, sweep, do floors, etc. Must be responsible. Can interview any Tuesday at 10 a.m.

ROLEPLAYING
Scenario 4

Receives Call

Person:

Company:

Job or Training Title:

Specifications:

ROLEPLAYING
Scenario 5

Receives Call

Person:

Company:

Job or Training Title:

Specifications:

ROLEPLAYING
Scenario 6

Receives Call

Person:

Company:

Job or Training Title:

Specifications:

ROLEPLAYING
Scenario

MAKING CALL

CALLER

____saw ad in_____(Student: make up name of paper)

If training: What training_____

you want information on: (Student: Decide in advance)

Course length_____
Cost_____
Who can take it_____
What it leads to_____
Want appointment to come in_____
What student learns_____
_____

If job: What job:_____
you want information on: (Student: Decide in advance)

Pay_____
Hours_____
Tasks_____
Experience needed_____
Do they have any jobs:_____
When have interview_____
Why me - What can I do they might need
_____
_____
(Student-you might want to tell them a few things)

Thank you_____

TELEPHONE CONTACT CHECKSHEET
(For observing, roleplaying)

Student: _____
Student observed: _____

1. Content

Caller Got Across:

1.1 Who he/she is _____

1.2 What job/training/other calling about _____

1.3 How he/she heard _____

1.4 What he/she wants (interview, information) _____

1.5 Close/Thanks _____

2. Manner

2.1 Clear voice (not too loud) _____

2.2 Pleasant voice _____

Notes:

Skill 3: Letterwriting

A well-written, professional-looking business letter is a make-or-break qualification for almost any job; it is the first representative of the applicant, and gives the employer a mental picture of the person who has written it. The ability to write a business letter is one of the essentials of basic literacy.

Session 24: Check-Ins Briefly introduce the topic of letterwriting and its importance; then give the Check-Ins (20 minutes).* Have students turn to Letterwriting in their Manuals, and read together the exercises on the three main things a letter should include. Do the first example as a group, eliciting their answers. For consistency, use the terms on the sample sheets, e.g., for the body of the letter have them come up with a "What job and how heard?", "Why me?", and "What next?" response.

Session 25 and 26: Three Main Parts of a Letter

Students work independently in their Manuals. Most of this section is self-directed and self-correcting, sequenced in an "errorless training" manner where the student does progressively more and more on his own. Be sure to circulate and glance over the students' work; be available for questions. Near the end of the independent work, they will put together a sample letter from scrambled pieces in their notebooks. For this, they will need scissors and paste or tape.

Session 27 and 28: Exercises and Group Discussion; Check-Outs, Core Course

Begin the session by doing the first letter on the blackboard with the whole group. Discuss with the group why key points are included, why the letter should have a neat appearance, good spelling and grammar, standard form, etc.. Contrast with poor examples, eliciting from the group what is wrong with them and why it matters.

In Session 28, have them work on their own from the second and third example in their Manuals, on the set-up pages, with your feedback and help. Use the final 20 minutes for the Check-Outs if this is the last session.

At the end of these sessions, students should be familiar with the basics of a good letter. Depending on time and the level of independence of the group, you can then go on to practice in putting together an entire letter on their own, and then in writing more advanced letters.

Session 29,30, and 31: Advanced Letters; Check-Outs, Full Year Course

Have students do letters based on the fourth and fifth examples on blank pages in their Manuals. In doing this, they are writing simple but complete letters.

As individuals master the basics, work with them on some of the niceties that could be included, such as, "I look forward to seeing you" at the end of the letter; a sentence or two of something positive about the company in the "What job and how heard?" section; mention of why he or she is particularly interested in the job in the "Why me?" section, etc.. Leave 20 minutes in the last session for the Check-Outs.

*Hand out plain 8½x11 paper for the Check-Ins and Check-Outs. Remind students to put their names in the top right.

III-4 CHECK-IN/OUT - Answer and Scoring

Below are parts of a business letter written in answer to a want ad. The parts are in the wrong order. Read them and decide what order they should go in, and where they should be on the page. On a plain sheet of paper, write them in the right order and in the right places on the page. Make sure to put your name in the very top right hand corner.

- -

I am writing about your ad in the Vernon Times for a parking lot attendant.

Dear Ms. Washer:

Sincerely,

I am a student at Harvard High School, where I have taken basic and advanced Driver Education. In advanced Driver Education, I received the "Careful Driver" award.

Ms. Wanda Washer
Personnel
Mambo Inn
Vernon, New Jersey

I would be happy to come in for an interview any day after 3 p.m.. You can reach me at 555-1212.

Sandy Johnson
12 Maple Lane
Vernon, New Jersey

September 20, 1986

Sandy Johnson

ANSWER

September 20, 1986 — 1 pt

Ms. Wanda Washer
Personnel
Mambo Inn
Vernon, New Jersey — 1 pt

Dear Ms. Washer: — 1 pt

I am writing about your ad in the Vernon Times for a parking lot attendant. — 1 pt

I am a student at Harvard High School, where I have taken basic and advanced Driver Education. In advanced Driver Education, I received the "Careful Driver" award. — 1 pt

I would be happy to come in for an interview any day after 3 p.m.. You can reach me at 555-1212. — 1 pt

Sincerely, — 1 pt

OR

Sincerely,

Sandy Johnson
12 Maple Lane
Vernon, New Jersey — 1 pt

Sandy Johnson
Sandy Johnson
12 Maple Lane
Vernon, New Jersey

Possible: 8 scored as above if correct part placed correctly

Pass: 7/8

Skill 4, Job Research

The overall performance objective for this skill has several sub-objectives entailed in carrying out a job research project:

The student will be able to carry out a job research project including

4.1. developing a skill list profile for one of his/her possible career choices;
4.2. identifying steps towards that career choice;
4.3. using the Occupational Outlook Handbook;
4.4 using the Dictionary of Occupational Titles as a guide to understanding and using the Occupational Briefs;
4.5 combining information from these sources with his or her Transferable Skill (Module II) information.

The Occupational Outlook Handbook is an encyclopedia of jobs and careers throughout the nation. It gives a description of the nature of the work, places for employment, training and qualifications needed, advancement possibilities, employment outlooks, earning and working conditions, and sources of additional information. The Handbook is very concise; all information is included in one book, which is revised yearly. The OOH is available in most schools in the school library or Guidance Department, and is easily taken into a classroom for use by students and teacher.

The Occupational Brief is a chronicle of occupational descriptions printed by the Chronicle of Guidance Publications, and also available in most schools. It is a detailed sheet developed for a career file, and listing not only broad job classifications, e.g., mechanics, but specific jobs, e.g., Industrial Machinery Mechanics. These data sheets include an introduction, description of work performed, working conditions, hours and earnings, social and psychological factors, personal qualifications, unions, and related occupations. These files also list sources of other available materials which are free or purchasable for a small fee. The Dictionary of Occupational Titles provides standard job titles which are keyed to the Occupational Briefs.

Note: This section uses a commercial filmstrip, "What You Should Know Before You Go To Work." If it is not available in your Guidance Department, check to see if a similar filmstrip is available, covering the basic areas of planning, skills and interests as they relate to career choices, and training.

Included in the Appendix is the optional activity, Creating a Job Resource Network, drawing on local businesses as resources for career information and possible help to individual students. This is about a five session project spread over several weeks, and can be integrated into this section. or done as a separate unit.

Session 32: Check-Ins

Give the Check-Ins (30 minutes), asking the students to complete as much as they can. After collecting the tests, explain that during the next session they will begin learning how to focus in on a specific career suited to their skills and interests. For homework, they should look back at their Module II YTS and Self-Portrait information.

III-4 CHECK-IN/OUT - Answer and Scoring

Think of a career you are interested in: NAMES A CAREER-1 pt.

What training do you think you would need for that career?
DESCRIBES AT LEAST ONE RELEVANT TRAINING POSSIBILITY up to 2 pts.

Other than speaking to a person in that career, or to a teacher or guidance counselor, how could you find out about this career?
Lists OCUPATIONAL OUTLOOK HANDBOOK - 1 pt.
Lists OCCUPATIONAL BRIEFS - 1 pt.
Can also list DICTIONARY OF OCCUPATIONAL TITLES

What skills do you feel you would need to be successful in this job (list at least 5)?

		YTS #
1.	1 pt. for each skill relevant to job. Check OOH or Briefs if unsure.	1 pt. for each YTS Skill which is similar to skill to which student has matched it
2.		
3.		
4.	Possible 5 pts.	Possible 5 pts.
5.		

Which of these skills fit in with Your Transferable Skills? Look back at your YTS chart and put the numbers above next to skills you think they fit with.

How do these terms fit with this career?

Work performed: TWO POINTS EACH FOR DEFINING EACH OF THE TERMS FOR THE CAREER IN QUESTION. CHECK OOH OR BRIEFS IF UNSURE.

Working conditions: _____

Earnings: _____

Personal qualifications: _____

Employment outlook: _____

Possible 10 pts. for terms

Possible: 25
Pass: 20/25

Session 33: Introductory Filmstrip

As you set up the projector for the first filmstrip, Part 1 of "What You Should Know Before You Go To Work," have the students read "Job Planning" in their Manuals. Tell the students to jot down answers to the four questions as they watch the filmstrip.

Show the filmstrip. Afterwards, put the four questions on the board and elicit student answers. Emphasize the importance of planning and of knowledge for planning and training, for any career choice. Planning and training are the only ways to avoid drifting into a job -- or drifting into unemployment.

Have the students turn back to Module II to their Self-Portraits, and their YTS charts, looking especially at their preferred skill families. After a few minutes, students should turn to the next page in Module III-4, "What You Should Know Before You Go To Work," and answer the four questions, keeping in mind what they learned from the class discussion as well as their Module II information.

Session 34: Skill Analysis Revisited

Have the students read the next page in their Manuals, and then go over one of the "Detail Sheet Breakdowns" from Module II, reminding the students how they analyzed their favorite activities using the YTS chart. They are going to review the process by analyzing some very basic activities -- what they do every morning to get ready for school. Make two columns on the blackboard, corresponding to the columns in the Student Manuals:

MORNING ACTIVITIES	YTS SKILL

Brainstorm with the group the tasks involved. Remember to reinforce those students staying on topic, adding a relevant statement, etc.. When everyone is satisfied that all major activities have been listed, have the students turn back to their YTS charts and compare the activities listed with the YTS skills. Eliciting as many answers as possible from the group, fill in on the board the YTS skill family and, if possible, number, for each activity. Students should put this in their Manuals, adding any specific activities and YTS numbers that apply to him or her. They have now analyzed the skills you need to be good at the job of "getting up and getting ready for school."

Session 35: Skill Analysis-group planning

Elicit from the class three or four careers they are interested in, and divide the group into small groups each of which will take one of the careers chosen. The group should elect one person to be Recorder and write down what the group comes up with: their task is to make up a skill list for the particular career. To do this, they should try to think of what a _____(person in this career) actually does, or try to imagine a day in this particular job, and the things one would do, much as they analyzed their Morning Activities.

After twenty minutes, the Recorder should present to the class for discussion what each group came up with. Keep the discussion focussed on the process of skill analysis and asking the right questions to dig out the skills in each career. Students will probably feel they could develop only a partial list, which leads in to the next sessions on job research.

Session 36, 37, and 38: Individual Goals and Planning

Using one or two sample careers, like teacher or doctor, illustrate on the board how each of these can be further broken down. For example, if I choose to be a teacher, what kind? Math? English? What grade level? When a career area has been defined, there are several ways the student can find out about it, gathering information for skill analysis, planning things they can do now to get an edge later, etc.. One way is through using library-type resources, such as the Occupational Outlook Handbook, which they will learn about in a few sessions. Another way is informal research, drawing on people they know and other local resources to learn about careers and, in some cases, begin career preparation. These three sessions give the students an opportunity to learn how to do informal job research.

Look at the career examples on the board and, for each one, brainstorm with the group possible people who could supply information about the field, the training required, and perhaps even part-time or volunteer job opportunities. Students should think not only of people they know directly, but people who people they know might know. Try to generate as wide a list as possible, and emphasize, as always, the process, in this case, the making of connections. For example, if nursery school teaching were the field, a high school teacher could probably provide some information, but more importantly, would probably have a friend from college who went into pre-school work; someone else might have a child in nursery school and be able to find out about volunteer work there; someone else might have taken a course with an expert in the area of paraprofessional-preschool-teacher training. The list should include leads, not necessarily people who you are sure will have the answers. In some cases, only through asking will it be possible to find out how much they know.

In the last 10 minutes of Session 36, have the students turn to the Informal Research section in their Manuals and fill in a possible career, and some possible resources they could try checking with. Circulate to help them individually, making sure no one gets stuck.

In Session 37, in their Manuals, they should begin to develop a list of questions they might ask of the people on their lists. The list does not have to be long; one or two questions will probably be enough to get the resource person started and generate other questions. Students who have listed people within the school can, with your help if necessary, begin contacting them for information. By Session 39, everyone should have contacted at least two people and have recorded the results in their Manuals.

In Session 38, students should fill in on the "Job Practice" page in their Manuals, possibilities of part-time work, volunteer work, or even work around the house, which might be relevant experience for the career they want. They can draw on information they have gotten from resources, and on the "Job Practice-Examples" page in the Manual. Assign as homework, or in the last ten minutes of the period, completing "Steps for the Future, Now."

Session 39: Introduction to the Occupational Outlook Handbook

This and the following sessions are designed to teach students the skills of more formal information gathering, using tools such as those found in most Guidance Departments, like the OOH, the DOT, and the Occupational Briefs. If you have not used these resources before, familiarize yourself with them before these sessions.

Pass around the OOH and let the students look at it briefly; they will be able to spend more time with it during the next two sessions. Have the students turn to the OOH sample pages in their Manuals. If the reading level of the group allows, give them ten minutes to read over their samples. If not, go directly on to the following explanation.

List on the blackboard the categories: Nature of the work; Places of employment; Training, Qualifications, and Advancement; Employment Outlook; Earnings and working conditions; Sources of additional information. In the OOH, each career write-up includes these categories. Have the students go through their sample to find each category. In each category, go through with the group finding the key words; students should underline or circle these in their samples (although not when they actually use the OOH, when they should take notes).

Explain to the students that the question they should try to answer as they complete the rest of the exercises in this section is, "How correct is my picture of my (possible) future career?"

Session 40: OOH, continued

Have the students turn to the next page in their Manuals, "Using the Occupational Outlook Handbook," and fill in independently under "Your Ideas" what he or she believes are the facts in a career they are all fairly familiar with, that is, "Teaching.

After 10 to 15 minutes, put the same columns up on the blackboard and elicit a few examples for the "Your Ideas" column for each item. Then turn to the OOH and fill in the actual facts under this heading. As you are doing this, ask the students to compare how close to, or far from, the Handbook they were, and in which areas they were most accurate, in which least accurate.

Session 41: People, Information, Things, Small Groups

Divide the students into three groups and designate them A, B, and C. Group A will choose three careers dealing with People, Group B will choose three careers dealing with Information, and Group C will choose three dealing with things (for example, in order, social work; accounting; mechanics). Each group should have a copy of the OOH; if only one copy is available, you may be able to xerox pages for the careers chosen by two of the groups. Everyone in each group should write down their results in his or her Manual, but one person should be chosen as a Reporter who will report on it afterwards to the whole class.

Session 42: Small Group Report and Beginning Individual Research

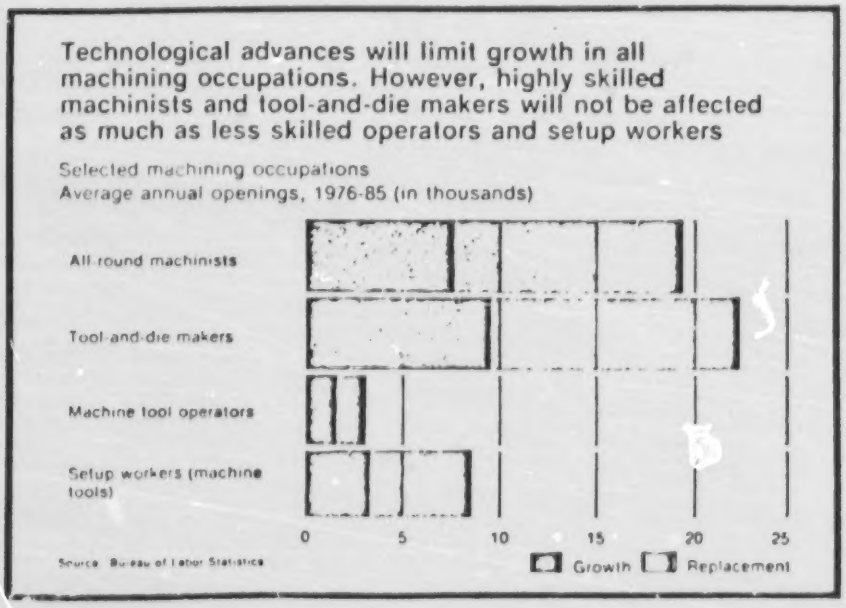
In the first twenty minutes of this session, each Reporter reports to the class on the group's findings. Focus the discussion on the importance of knowing where and how to get information on any career, and

MACHINING OCCUPATIONS

Machine tools are stationary, power-driven devices used to shape or form metal by cutting, impact, pressure, electrical techniques, or a combination of these processes. Most machine tools are named for the way in which they shape metal. For example, commonly used machine tools include boring machines, milling machines, lathes, drilling machines, and grinding machines. In 1976, over 1.1 million machinists, machine tool operators, tool-and-die makers, setup workers, and instrument makers used machine tools to make precise metal parts.

The most outstanding characteristic of machine tools is their precision of operation. For example, in this century the accuracy of machine tools has improved from a thousandth of an inch to about a millionth of an inch. A millionth of an inch is about 1/300th as thick as a human hair. This precision makes possible the production of thousands of identical parts which may easily be interchanged in the assembly or repair of final products. The interchangeability of parts, made possible by machine tools, is the most important requirement for the mass production of goods. As a result, nearly every product of American industry, from cornflakes to turbines, is made either using machine tools or using machines made with machine tools.

All-round machinists can operate most types of machine tools, whereas machine tool operators generally work with one kind only. Tool-and-die makers make dies (metal forms) for presses and diecasting machines, devices to guide drills into metal, and special gauges to determine whether the work meets specified tolerances. Instrument makers use machine tools to produce highly accurate instrument parts from metal and other materials. Setup workers adjust tools for semiskilled machine tool operators to run. (Detailed discussions of work performed, training, and earnings of these occupations are presented in the chapters that follow.)



ALL-ROUND MACHINISTS

(D.O.T. 600.280, .281, and .381)

Nature of the Work

All-round machinists are skilled metal workers who can perform a wide variety of machining operations. They are able to set up and operate most types of machine tools used to make metal parts for cars, machines, and other equipment. Machinists also know the working properties of a variety of metals including steel, cast iron, aluminum, brass, and other metals. This knowledge of metals, plus their ability to work with machine tools, enables machinists to turn a block of metal into an intricate part meeting precise specifications.

All-round machinists plan and carry through all the operations needed to make a machined product. They also often are able to switch from making one product to another, as a result, variety is a major feature of all-round machinists' work.

Before they begin actually making a machined product, machinists usually consult blueprints or written specifications for the item. Using these, they are able to select tools and materials for the job and plan the cutting and finishing operations. They also make standard shop computations relating to dimensions of work and machining specifications. To be sure their work is accurate, they check it using precision instruments, such as micrometers, which measure to thousandths or even millionths of an inch. After completing machining operations, they may use hand files and scrapers to smooth rough metal edges before assembling the finished parts with wrenches and screwdrivers.

Like production machinists, all-round machinists who work in plant maintenance shops have a broad knowledge of mechanical principles and machining operations. These workers are responsible for repairing

parts or making new parts for machinery that has broken down. They sometimes also adjust and test the parts they have made or repaired for a machine.

Places of Employment

About 400,000 persons worked as machinists in 1976. Almost every factory using substantial amounts of machinery employed all-round machinists to maintain its mechanical equipment. Some all-round machinists made large quantities of identical parts such as automobile axle shafts in production departments of metalworking factories; others made limited numbers of varied products such as missile motor cases in machine shops.

Most all-round machinists worked in the following industries: machinery, including electrical; transportation equipment; fabricated metal products; and primary metals. Other industries employing substantial numbers of these workers were the railroad, chemical, food processing, and textile industries. The Federal Government also employed all-round machinists in Navy yards and other installations.

Although machinists work in all parts of the country, jobs are most plentiful in areas where many factories are located. Among the leading areas of employment are Los Angeles, Chicago, New York, Philadelphia, Boston, San Francisco, and Houston.

Most machinists work in factories that produce metal products such as automobiles and machinery.

Training, Other Qualifications, and Advancement

A 4-year formal apprenticeship is the best way to learn the machinist trade, but some companies have training programs for single-purpose machines that require less than 4 years to complete. Many machinists do learn this trade on the job, however.

Persons interested in becoming machinists should be mechanically inclined and temperamentally suited to do highly accurate work that requires concentration as well as physical effort. Prospective machinists should be able to work independently. Although the work sometimes is tedious and repetitious, all-round machinists frequently have the satisfaction of seeing the final results of their work.

A high school or vocational school education, including mathematics, physics, or machine shop training, is desirable. Some companies require experienced machinists to take additional courses in mathematics and electronics at company expense so that they can service and operate numerically controlled machine tools. In addition, equipment builders generally provide training in the electrical, hydraulic, and mechanical aspects of machine-and-control systems.

Typical machinist apprentice programs consist of approximately 8,000 hours of shop training and about 570 hours of related classroom instruction. In shop training, apprentices learn chipping, filing, hand tapping, dowel fitting, riveting, and the operation of various machine tools. In the classroom, they study blueprint reading, mechanical drawing, shop mathematics, and shop practices.

All-round machinists have numerous opportunities for advancement. Many become supervisors. Some take additional training and become tool-and-die or instrument makers. Skilled machinists may open their own shops or advance into othe

technical jobs in machine programming and tooling.

Employment Outlook

The number of all-round machinists is expected to increase at about the same rate as the average for all occupations through the mid-1980's. Growth in the demand for machined metal parts will cause most of the increase. In addition to openings created by growth in this large occupation, many openings will arise from the need to replace experienced machinists who retire, die, or transfer to other fields of work.

As population and income rise, so will the demand for machined goods, such as automobiles, household appliances, and industrial products. However, technological developments that increase the productivity of machinists are expected to keep employment from rising as fast as the demand for machined goods.

Chief among these technological innovations is the expanding use of numerically controlled machine tools. These machines, which use computers to control various machining operations, significantly reduce the time required to perform machining operations.

Much of the employment growth will occur in the maintenance shops of manufacturing plants as industries continue to use a greater volume of complex machinery and equipment. More skilled maintenance machinists will be needed to prevent costly breakdowns in highly mechanized plants. Often the breakdown of just one machine can stop an entire production line for hours.

Earnings and Working Conditions

The earnings of machinists compare favorably with those of other skilled workers. Machinists employed in metropolitan areas had estimated average hourly earnings of $6.76 in 1976. Average hourly rates in 10 of the areas surveyed, selected to show how wage rates differ in various parts of the country, appear in the accompanying tabulation. Because machinists work indoors, they are able to work year round and in all

Area	*Hourly rate*
San Francisco—Oakland	$7.82
Detroit	7.61
New York	7.39
Houston	7.23
Chicago	7.19
Minneapolis—St. Paul	6.87
Atlanta	6.65
Dallas—Fort Worth	6.60
Boston	6.33
New Orleans	6.18

kinds of weather. As a result, their earnings are relatively stable. Many also receive numerous opportunities for overtime work.

Machinists must follow strict safety regulations when working around high-speed machine tools. Short-sleeved shirts, safety glasses, and other protective devices are required to reduce accidents. Most shops are clean and workplaces are well-lighted.

Many machinists are members of unions including the International Association of Machinists and Aerospace Workers; the International Union, United Automobile, Aerospace and Agricultural Implement Workers of America; the International Union of Electrical, Radio and Machine Workers; the International Brotherhood of Electrical Workers; and the United Steelworkers of America.

Sources of Additional Information

The National Machine Tool Builders Association, 7901 Westpark Dr., McLean, Va. 22101—whose members build a large percentage of all machine tools used in this country—will supply, on request, information on career opportunities in the machine tool industry.

The National Tool, Die and Precision Machining Association, 9300 Livingston Rd., Oxon Hill, Md. 20022, offers information on apprenticeship training, including recommended apprenticeship standards for tool and die makers certified by the U.S. Department of Labor's Bureau of Apprenticeship and Training.

The Tool and Die Institute, 777 Busse Highway, Park Ridge, Ill. 60068 -a trade association -offers information on apprenticeship training in the Chicago area.

Many local offices of State employment services provide free aptitude testing to persons interested in becoming all-round machinists or tool and diemakers. In addition, the State employment service refers applicants for apprentice programs to employers. In many communities, applications for apprenticeship also are received by labor-management apprenticeship committees.

Apprenticeship information also may be obtained from the following unions (which have local offices in many cities):

International Association of Machinists and Aerospace Workers, 1300 Connecticut Ave. NW., Washington, D.C. 20036.

International Union, United Automobile, Aerospace and Agricultural Implement Workers of America, Skilled Trades Department, 8000 East Jefferson Ave., Detroit, Mich. 48214.

International Union of Electrical Radio and Machine Workers, 1126 16th St. NW., Washington, D.C. 20036.

INSTRUMENT MAKERS (MECHANICAL)

(D.O.T. 600.280)

Nature of the Work

Instrument makers (also called experimental machinists and model-makers) are among the most skilled of all machining workers. They work closely with engineers and scientists to translate designs and ideas into experimental models, special laboratory equipment, and custom instruments. Experimental devices constructed by these craft workers are used, for example, to regulate heat, measure distance, record earthquakes, and control industrial processes. The parts and models may range from simple gears to intricate parts of navigation systems for guided missiles. Instrument makers also modify existing instruments for special purposes.

Instrument makers perform many tasks similair to those done by all-round machinists, tool and die makers, and setup workers. For example

the facts of planning and training that must go into any job or job campaign. Collect the planning sheets from each group and xerox copies so that each group receives the six other careers.

In the second part of this session, students begin their individual job research by turning to the "Individual Job Research" page in their Manuals. Have them think of a career they would like to investigate -- preferably not one that has already been covered. Go around the room and have each student name the career he or she has come up with. The rest of this session and the following two are work sessions. Each student should have a ten minute block of time to use the OOH to research his or her choice; also assign each student a 5-minute appointment with you to go over his "Individual Job Research" and "Letter of Inquiry" sheets.

Sessions 43 and 44: Individual Research, continued

At the end of these sessions the students should have a complete factual picture of one chosen career. In addition, they are to compare the information on the nature of the job and its qualifications, with their preferred skill families from Module II-Self Portrait; and the information on working conditions here, with what they have noted on their Self-Portraits, checking where they seem closely related, putting an "x" where they seem very different. These are potential problem areas the student should be aware of.

Sessions 45 and 46: Occupational Brief File

Borrow the Occupational Brief File from the Guidance Department and familiarize yourself with it if you have not used it before. Have the students turn to "Introduction to the Occupational Brief File" in their Manuals. Go over the categories and discuss what sorts of jobs might be under each:

01 Professional-Technical
02 Clerical-Sales
03 Service Occupations
04 Agriculture, Fishery, and Forestry and Related Occupations
05 Processing Occupations
06 Machine Trades
07 Benchwork Occupations
08 Structural Work Occupations
09 Miscellaneous Occupations

The Dictionary of Occupational Titles should be used to look up particular occupations to determine their category.

Divide the class into small groups and assign each group one general category to go through. Ask them to find out which professions are included in the category, and how much information is included in each file. All students should fill in the information gathered from the small group activity, in their Manuals under "Occupational Brief File." One student from each group should be selected to report back to the whole class.

Session 47: OBF continued

Have each group report on what they found out. Students should take notes in their Manuals ("OBF Report Notes") on any information relevant to them, in any of the categories reported on. If possible, collect from each group one legible copy of their OBF Information and xerox for the rest of the students to file in this section in their Manuals.

Sessions 48 and 49: Completing Career File

Have the students turn to "Completing Your Career File" in their Manuals. In the next two sessions, they are to use the OBF to look up a chosen career topic. This career can be the same as that researched in the OOH, in which case they should refer back to the information gathered there and add it here, so this information is complete. If the student wishes to explore a different career, that is also all right. In either case, they should informally compare the information gained from each source to decide which they find more useful for an overview or for detailed information. Schedule a 5-10 minute appointment with each student to go over their progress, and compatibility between Self-Portrait information and information on their chosen career.

Session 50: Review of All Available Materials

The students have been exposed to, and gathered, a great deal of information in this section. Go back with them, as a group, through the information they have collected in their Manuals, so that they will be sure to remember where to find it; they may want to color the corner of pages they want to be able to retrieve quickly. Review the main parts and use of the Occupational Outlook Handbook, Occupational Briefs, and Dictionary of Occupational Titles, and when each is most helpful.

Session 51: Check-Outs, Skill 4

Give the Check-Outs and collect them.

Skill 5: Job Campaign Project

The Job Campaign Project puts together all the preceding skills in a simulation of the steps the student would follow in seeking a job. The steps are listed in the Check-In/Out - Answer and Scoring. In preparation for this section, you will need to clip a selection of want ads from the local paper, or have the students bring in copies of the local paper; but make sure in either case that for every student, there is at least one ad that roughly fits his interests, abilities, and goals.

Session 52: Check-Ins, Skill 5

Give the Check-Ins (10 minutes). Explain to the students that in this final section, they will bring together all the skills they have learned, and go through everything they would do in order to get a job. Have them turn to "Job Campaign Project" in their Manuals. Distribute the ads you have assembled, or have them turn to the ads in their newspapers. This unit is self-directing but for certain steps (phone call, interview) you will need to be available for the student to carry out his simulation; they should set up appointments with you when they are ready. Students for whom it is appropriate may use this unit for an actual job campaign.

Sessions 53-61: Carrying Out Steps of Job Campaign Project

Students are to proceed through the steps listed in their Manuals. Completion of the Personal Portfolio should include securing working papers and social security card any other necessary documents. A sturdy folder can be used for the Personal Portfolio, which should also include other papers the student should have at hand when going on the job campaign, such as his or her Self-Portrait and, at the end of the course,

his CLP Certificate.

Session 62, Check-Outs

Give the Check-Outs. For Performance, check that the student has carried out each of the steps during the previous sessions.

Session 63: Certificates and Wrap-Up

Before this session, have the certificates signed by the superintendent and principal. The certificates are not automatically given for course attendance but should reflect the student's achieving the requirements you set at the beginning of the course. Distribute them for students to put in their Personal Portfolios. This session can end with a discussion of what each student plans to do and what effect he or she feels the course has had on him or her.

III-5 CHECK-IN/OUT - Answer and Scoring

List in order the eight steps you would follow if you were looking for a job.

PERFORMANCE (CHECK-OUT)

1. do job research
2. read classified/want ads
3. letter of application
4. phone contact
5. application
6. portfolio
7. interview
8. follow-up

can be in different words

did or demonstrated each one

Possible: 8 (1 for each item, in order)
Check-Out only: 16 (2 for each item, carried out or demonstrated)

Pass: 7/8
Check-Out, Performance: 14/16

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APPENDIX

I-1 Optional Advanced Activity: Task Groups
III-4 Optional Activity: Creating a Job Resource Network
Student Exchange System
Student Record Sheets (duplicate as needed)
Optional Commercial Materials

I-1 Optional Advanced Activity: Task Groups

The class is divided up into three groups, each of which is given one of the task descriptions (below) to solve. They are to apply what they have learned about social reinforcement to first analyze and then solve the problem. In addition to coming up with a solution on paper, following the Task Group Plan, they should roleplay the situation and their solution so that they can demonstrate it to the class. Two-three sessions for preparation; one-two sessions for reports and demonstrations from the groups.

TASK DESCRIPTIONS

Group 1: John is a student you are going to advise. He has a math teacher, Mr Whiz, who teases him about being so tall. (John is 7 feet tall.) Mr. Whiz never says anything serious to John, but he makes jokes about height ("How's the weather up there?", etc.) and John is getting depressed about this and hates going to math. When he is teased now, he teases Mr. Whiz back (Whiz is 5 feet tall), but this just makes Whiz tease him more.

Group 2: Elsa is a student you are going to advise. She transferred here two weeks ago and hasn't made any friends yet. One nice girl in her English class, Sally, has smiled at her in the hall and the cafeteria, but Elsa doesn't say anything because she doesn't know what to say. She would like to make friends with Sally. She knows from English class book reports that Sally likes science fiction stories and movies. Elsa has all the Star Wars books.

Group 3: Tony is a student you are going to advise. His problem is keeping his little sister, Dodo, from being on the telephone all the time after school (4-7 p.m.) so he can't talk to his friends. He doesn't mind Dodo making a few calls; he just wants some time for himself. Dodo likes to read Tony's car magazines.

TASK GROUP PLAN

Student Advisee (from task)_____
What he/she might want to change_____
Strategy: When_____ does _____
Student will _____
and when _____ does _____
student will_____
Why do you think this will work (one or more below):
Does it turn on the positive? How?_____
Does it turn off the negative? How?_____
Does it make something positive happen? How?_____
Does it use the LPB/HPB rule? How?_____
Does it seem fair? Why?_____

You or the students may add task descriptions to the three given above.

III-4 Optional Activity: Creating a Job Resource Network

The goal of the Job Resource Network is to develop a reciprocal relationship between school and business. Students and their families will become aware of the services offered by different companies in the community, and businesses will be made aware of potential new employees, and have a chance to improve the entry skills of new employees. The activities reinforce skills of letterwriting, telephone calls, identifying transferable skills, and interviewing, as well as social reinforcement.

The students should carry out the following steps with your guidance; if the school has a guidance or career ed person who has worked with local businesses, check with them on previous contacts and coordination. The information the students come up with can be shared with the Guidance Department as a resource for the entire school.

Depending on the group, the students can contact the businesses directly, or you should act as the liaison for the contacts.

1. In small teams, students divide the yellow pages to make a list of names and addresses of local businesses (5-10 per team)

2. As a class, students develop a questionnaire to send to the businesses. Should include basic information on the company, types of positions, skills and training needed for each (briefly), application process, and whether someone from the company would be available to speak to the class, or to have the class visit the company. Types of information in the Occupational Briefs and Occupational Outlook Handbook can help the students come up with questions.

3. A student who has taken typing, or the school secretary, or you, should prepare a mimeo of the Questionnaire. Students address envelopes, practicing good form.

4. You or students call businesses not answering by mail, to get information over the telephone.

5. In their teams, students prepare a chart of the information from the questionnaires, including a list of the positions in the company and the YTS skills, or at least skill families, involved in each.

6. You schedule visits to or from the businesspeople who indicated a willingness. Student forms for questions and recording information are included in their Manuals.

7. Visits conducted. Update chart with additional information.

8. Students write follow-up thank-you letters, and note for future reference which businesses or contacts they might follow up with or ask for further help.

STUDENT EXCHANGE SYSTEM

The instructional strategy of the CLP curriculum includes frequent feedback on student progress. In addition to the verbal and written feedback which should be daily and as continuous and positive as possible, like coaching in athletics a system of activities and/or small items earned contingent on hard work can help not only to motivate the students but also to make their progress more concrete to them.

The details of the system should be different for each class, and to some extent for each student, because of the differences in individual needs. Three things will vary from class to class, and should be specified on the Exchange Plan (next page).

What the students will earn: this should be learned from them---observation of what they enjoy can help if they initially find it hard to come up with things. Elaborate things or activities are rarely needed: what is important is how the contingency is set up and made clear. 15 minutes of "game time" at the end of the week can be more motivating than a mini-bike if it is clear exactly what the students need to do to earn it, if you give them frequent reports on their progress, if you help them visualize what they're going to earn (a picture on a wall chart, for example, or showing them some of the special games they'll be able to use), and of course if you're fair--don't reneg--and believable. Decide what type of activities or items they can choose from based on your budget/school factors and how difficult hard work and good attendance is for them. Use natural reinforcers as much as possible---that is, activities like game time, class privileges, field trips, (brainstorm all available things, then have students rate which are most preferred) which are readily available within the school.

What they have to do to earn it: You decide how many points or credits assignments and attendance is worth. The basis for deciding is how hard it is, so that what you think will be especially hard for your group should be worth more than easy activities. Enter this on the Student Record Sheet under each assignment, then fill in what the students actually get, under that next to the student's name. For some students, independent work will be worth more, for others, group activities. How much attendance counts relative to assignments should be based on whether attendance is a snap, or a problem; you can weigh it more for students who are absent a lot. Once you determine how much the student can earn, then fill in on the Plan sheet the credits needed for the Exchange Activities or items--most preferred requiring the most, with three or four categories (e.g. if 50 points are possible, two top things might be 45-50; next three, 40-44; next three, 35-39).

How often an Exchange takes place: This should probably be fairly often at first, can be extended later on. You'll need to decide this in order to know how many possible points they can earn to fill in the plan sheet. An ideal plan would include some short (e.g. weekly) Exchange activities, some at the end of the Module. You can photocopy extra plan and record sheets as needed.

For further help setting this up, see your trainer.

Module _____

STUDENT EXCHANGE PLAN

Use same plan all year or vary for each Module.

Exchange Events and/or Items (HPB) (in order of preference)	Credits Needed

DISPLAY SYSTEM (Check one): What they'll earn must be clear to the student and posted so it's continually visible. Check which you'll use.

1. MENU (above) on wall _____ Pictures? _____

2. Individual MENUS given to students _____

Other comments on System (e.g., exchange weekly as well as by Module)

_____

_____

_____

_____

STUDENT EXCHANGE RECORD

Students	MODULE I Credits for Exchange	Date	Item or HPB	MODULE II Credits for Exchange	Date	Item or HPB	MODULE III Credits for Exchange	Date	Item or HPB

CHECK-IN/OUT RECORD

Students		MODULE I		MODULE II		MODULE III						Note Pass, Not Pass, and date
		I-1	I-2	II	III-1	Perf.	III-2	Perf.	III-3	III-4	III-5	Perf.
	PASS:	5/6	7/9	30/40	4/5	14/17	5/5	6/6	7/8	20/25	7/8	14/16
	In											
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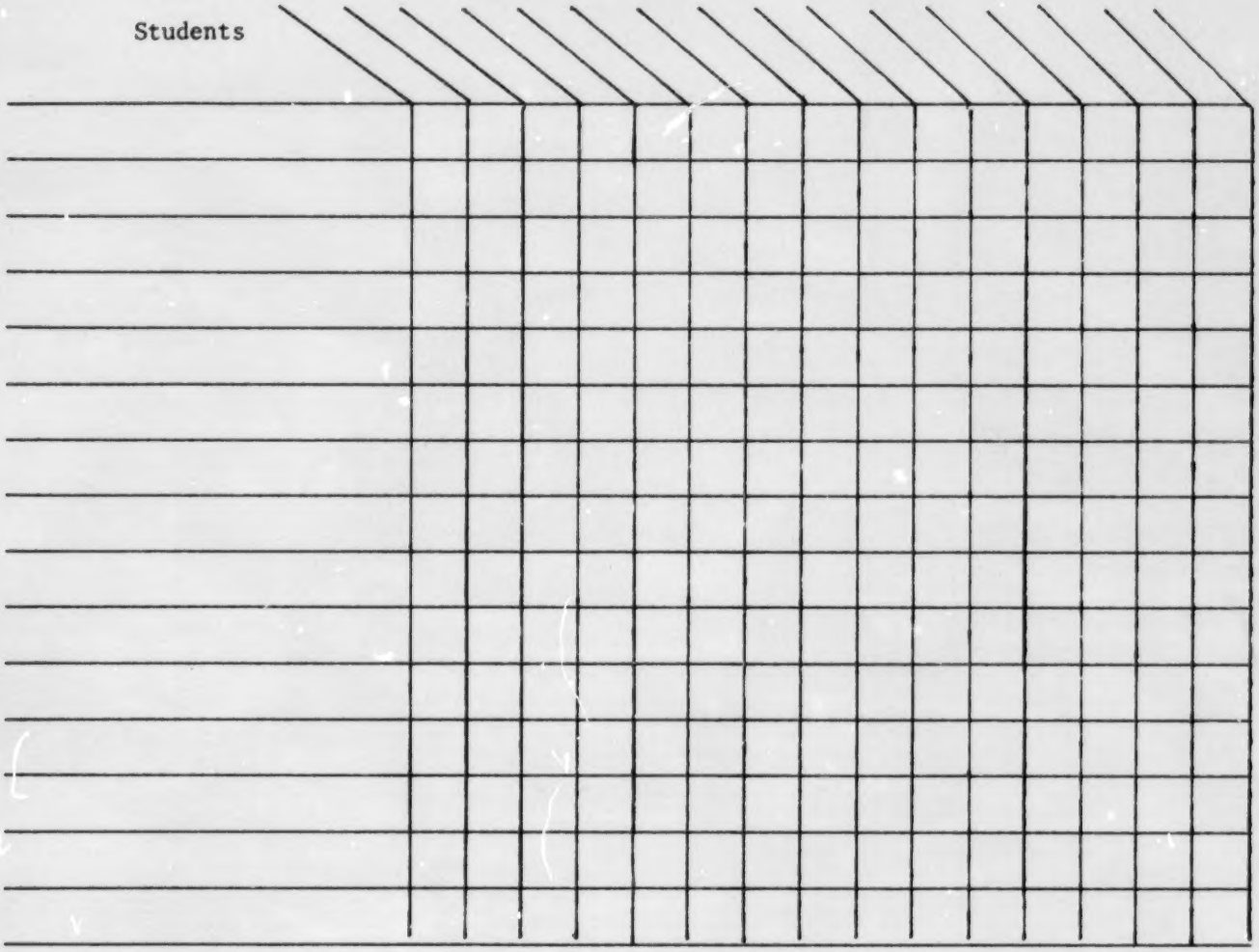
ASSIGNMENT CREDIT AND ATTENDANCE RECORD SHEET

Use for recording assignment credits and attendance, if attendance is part of your Exchange System. Duplicate extra copies for use throughout the course. Determine which assignments earn how much credit (see Student Ex-Change System).



OPTIONAL COMMERCIAL MATERIALS for use with more advanced students

With Module I: Job Hunting Secrets, Stanat and Reardon (Follett Publishing Company, 1010 West Washington Street, Chicago, Illinois) Chapters 1, 2, and 5 near the end of Module I

Filmstrips such as those available from the Human Relations Media Center can be used in the sessions on social reinforcement (Introduction to Psychology; Coping with Life: The Role of Self-Control) HRMC, Pleasantville, New York; often on hand in Guidance Departments.

With Module II: Job Hunting Secrets, Chapter 6, near end of Module II

With Module III: " , Chapter 7 with sessions 1-3
" Chapter 8, 11, 13, and 10 with sessions 4-13
" Chapter 12 with sessions 14 and 15 (all related to interview)

" Chapter 3 with III-3 (ads)
" Chapter 9 with III-4 (job research)
" Chapter 14 with III-5(resumes)

What You Should Know Before You Go To Work-filmstrip with III-4 Forms in Your Future can be integrated throughout the course as an individual or group activity which is a change of pace from the experiential tasks of most of the sessions. Putting several copies of this in acetate sleeves in looseleaf notebooks, and filling in one copy as a reference for students to check their performance, allows the material to be used non-consumably and in a self-directing, self-correcting way.

In addition, local people can be used as resources for specific topics. Guidance Department staff, for example, can speak on the various ways of assessing aptitudes and interests, in conjunction with session 4 of Module II. Business people who speak can focus on interview advice, bring in good and bad letter examples, etc.

Note supplementary materials, speakers, etc., on your Session-by-session outline for future reference.